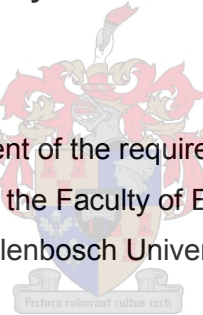


# **Exploring What Makes Peer Interaction Effective in Leadership Teams**

by

**Trudy Jane Tanner**

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Supervisor: Prof DJ Malan  
Department of Industrial Psychology

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## ABSTRACT

This study focuses on the fundamental conditions that allow effective task processes within teams 'in their natural and fully situated context to emerge and that cause members to engage in them wholeheartedly, with the aim of identifying the emerging themes seen to be the real source of a team's great success and providing higher quality, context-specific guidance, specifically on the role of peer interaction in teams, to organisations that complements the extant theoretical models on team effectiveness.

As business becomes more defined by complexity, diversity, uncertainty and continuous cycles of change, leaders are increasingly relying on the diverse strengths and effectiveness of individuals working together in teams to tackle the challenges of driving business effectiveness and performance. This increasing reliance on teams, together with the observation that individuals working consistently and effectively together in a team is not an easily predictable phenomenon, makes understanding the conditions that support effective peer interaction in teams a salient need. In an attempt to understand these conditions, specifically among leaders currently working in teams in the workplace, an Interactive Qualitative Analysis (IQA) approach was used to explore the conditions as experienced by these leaders. The central assumption in IQA is that people closest to the phenomenon are in the best position to report about the phenomenon. This IQA approach to research postulates that the ideal of qualitative research is to create a process that invites participants to produce data while minimising the effect of the research process on the content. Participants in this type of research are empowered to generate and analyse their own data. Twenty three leaders were engaged in the current research project.

The results of this study indicate that the individual leaders play an important role in the effectiveness of peer interaction in teams. A positive focus on developing self-awareness, an internal locus of control and appropriate skills training in shaping an effective, assertive interpersonal leadership style would be conducive to developing and shaping a positive leadership presence and contribution. In addition, the importance of shaping a culture that develops the skill level of their people, provides recognition to their people and their teams, and enables teamwork and creativity, as people rally around a common goal, was identified. A total of ten conditions for shaping effective peer interaction, with cause-and-effect relationships

between the conditions, were identified to guide leaders on where to focus first as they engage in consciously shaping effective teams in their organisation.

## OPSOMMING

Hierdie studie fokus op die fundamentele voorwaardes wat effektiewe taakprosesse binne spanne in hul natuurlike en ten volle gesitueerde konteks moontlik maak en veroorsaak dat deelnemers heelhartig daarin deelneem, met die doelstelling om die ontluikende temas te identifiseer wat gesien word as die werklike oorsprong van die span se besondere sukses, en om hoë kwaliteit, konteks-spesifieke leiding aan organisasies te verskaf met betrekking tot die rol van portuurinteraksie in spanne en sodoende die bestaande kennisbasis omtrent spaneffektiwiteit aanvul.

Namate die besigheidsumgewing meer gedefinieer word deur kompleksiteit, diversiteit, onsekerheid en voortdurende siklusse van verandering, vertrou leiers toenemend op die diverse sterkpunte en die effektiwiteit van individue wat in spanne saamwerk om die uitdagings te takel wat besigheidseffektiwiteit en -prestasie bepaal. Hierdie toenemende afhanklikheid van spanne, tesame met die waarneming dat individue wat volhardend en effektief in 'n span saamwerk nie 'n maklik voorspelbare fenomeen is nie, maak dat die verstaan van die voorwaardes wat effektiewe portuurtinteraksie moontlik maak, 'n dwingende behoefte is. In 'n poging om hierdie voorwaardes te verstaan, spesifiek onder leiers wat in spanne in die werkplek werk, is Interaktiewe Kwalitatiewe Analise (IKA) gebruik om die voorwaardes, soos ervaar deur die leiers, te eksploreer. 'n Sentrale aanname van Interaktiewe Kwalitatiewe Analise is dat diegene wat die naaste aan 'n fenomeen is in die beste posisie is om verslag te doen omtrent die fenomeen. Die IKA-benadering tot navorsing postuleer dat dit die ideaal van kwalitatiewe navorsing is om 'n proses te skep wat deelnemers uitnoui om data te produseer, terwyl die effek van die navorsingsproses op die inhoudelike daarvan geminimiseer word. Deelnemers aan hierdie tipe navorsingsproses word bemaagtig om hul eie data te skep en te ontleed. Drie-en-twintig leiers het aan die huidige navorsingsprojek deelgeneem.

Die resultate van die huidige studie het aangetoon dat individuele leiers 'n belangrike rol in die effektiwiteit van portuurinteraksie in spanne speel. 'n Positiewe fokus op die ontwikkeling van selfbewussyn, 'n interne lokus van beheer, en toepaslike vaardigheidsopleiding, met die oog op die vorming van 'n effektiewe en assertiewe interpersoonlike leierskapstyl, word as bevorderlik beskou vir die ontwikkeling en omvorming van 'n positiewe leierskapsteenwoordigheid en bydrae. Hierbenewens is die skep van 'n kultuur wat die vaardighede van mense ontwikkel, erkenning verleen aan mense en hul spanne, en spanwerk en kreatiwiteit bevorder, terwyl mense saamspan om 'n gemeenskaplike doelwit te verwesenlik, as belangrik geïdentifiseer. 'n

Totaal van tien voorwaardes vir die skep van effektiewe portuurinteraksie, met oorsaak-en-gevolg-verhoudinge tussen die voorwaardes, is geïdentifiseer ten einde leiding aan leiers te bied met betrekking tot waarop hulle eerste moet fokus in hul pogings om bewustelik effektiewe spane in hul organisasie te ontwikkel.

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## **CHAPTER 1**

### **INTRODUCTION**

Every day, in a multitude of ways, lives are touched by teams of people working together for a common purpose. Teams are at the core of how things get done today, from the seemingly simple everyday activities where teams of people are working together to make sure that groceries are on the shelves of the stores where people choose to shop; or that people are flown safely to arrive at their next destination or business meeting on time; or where ones loved ones are kept safe during their time in hospital in their times of illness; to those moments where great achievements prevail, that make history, like people working together to put a man on the moon or South Africa winning the 1995 Rugby World Cup. It is hard to consider moments that are free of the influence of teams of people working together. Given the prevalence of team influence, the idea of an understanding of the concept of 'team' becomes a salient one.

In many organisations, the basic unit of the structure of work organisations is the team rather than the individual, and the use of teams is widely considered to be a simple way to enhance productivity (Meredith-Ross, Jones, & Adams, 2008; Rousseau, Aube, & Savoie, 2006). Teams have become the strategy of choice when organisations are confronted with complex and difficult tasks (Salas, Cooke, & Rosen, 2008). Teams are used in situations, such as when the task requirement exceeds the capacity and capability of a single individual, when errors could lead to severe consequences, and when the collective insight of individuals needs to be called on, when numerous, diverse and quick decisions need to be made (Salas, Cooke, & Rosen, 2008). Given that business today is characterised by complexity, diversity, uncertainty and continuous cycles of change, posing significant challenges that could be potentially overwhelming for an individual leader, yet manageable for leadership teams, organisations are now relying more on teams to drive business effectiveness and performance. So as the complexity of the workplace continues to grow, organisations are likely to increasingly depend on teams.

However, working with teams can be a complex experience. Research has shown that many teams do not reach their potential and many more fail (Barnett & McCormick, 2012). When teams get it right, remarkable moments happen, but when teams get it wrong, terrible moments happen. Failures of team leadership, coordination and communication are well documented

causes of the majority of air crashes, medical errors and industrial disasters. They have also been implicated in many political and military catastrophes (Rousseau, Aube, & Savoie, 2006).

Given the growing reliance on and influence of teams, the pivotal role that teams play in business today and the increased reliance of organisations on teams in ensuring business gets done, coupled with the seemingly unpredictability of success and failure of teams, makes understanding team dynamics, functioning, performance and effectiveness one of importance. Over the years, research and the science of team performance has produced a wealth of knowledge on how to compose, manage, structure, measure and promote team performance, demonstrating that theoretically developed empirical models can predict team effectiveness quantitatively (Meredith Ross, Jones, & Adams, 2008; Salas, Cooke, & Rosen, 2008). The question that remains though is why, if we have the necessary insights to predict team effectiveness, is it still so difficult to attain consistency in the success and performance of teams? Is there perhaps something more at play?

Research conducted over the years has shown that it is not enough to put individuals together and expect that they will automatically know how to work in a team, but rather that the real source of a team's great success lies in the fundamental conditions that allow effective task processes to emerge – and that cause members to engage in them wholeheartedly (Druskat & Wolff, 2001; Rousseau, Aube, & Savoie, October 2006; Salas, Cooke, & Rosen, 2008). In trying to get to the core of what distinguishes top teams from the rest, research shows that they are shaped by achieving superior levels of participation, cooperation and collaboration as a result of members trusting one another, sharing a strong sense of group identity and having a confidence in their effectiveness as a team. In other words, these teams appear to display high levels of group emotional intelligence (EI) (Druskat & Wolff, 2001; Ross, 2006). A growing body of research and literature suggests that emotions play a central role in cognitive processes and behaviours that are at the heart of creative, productive and effective teams (Druskat & Wolff, 2001; George, 2000). Emotions have been shown to influence judgements that people make, material recalled from memory, attributions for success and failure, creativity and inductive and deductive reasoning. So whilst there is a historical stereotype of the rational decision-maker being a person who can set aside their personal feelings and coolly calculate the best course of action to deal with a problem or opportunity, neurological findings suggest that feelings are necessary to make good decisions (George, 2000). Emotional intelligence is defined as the ability to assimilate emotion in thought, understand and reason with emotion, and regulate

emotion in self and others (Gantt & Agazarian, 2004). A team, like any social group, takes on its own character, so creating an upward self-reinforcing spiral of trust, group identity, and group efficacy requires a team atmosphere in which norms build emotional capacity (the ability to respond constructively in emotionally uncomfortable situations) and influence emotions in constructive ways (Druskat & Wolff, 2001).

Understanding and balancing the focus on both the functioning and the dynamics of teams can help considerably in developing and managing teams. The future of interventions to support team effectiveness and success should probably be looking to focus on two aspects, namely how to compose, manage, structure, measure and promote team performance and on building capability in the interpersonal dynamic of teams to ensure that effective peer interaction in teams is promoted to support the team in being effective and successful.

In an attempt to help teams with knowing how to work as a team, rather than just expect them to be successful because they have been defined as a team, research appears to have focused on proposing models that are aimed at accounting for the factors that are likely to increase the effectiveness of teams. It has been strongly argued in literature (Barnett & McCormick, 2012; Kozlowski & Ilgen, 2006; Meredith Ross, Jones, & Adams, 2008; Ross, 2006; Rousseau, Aube, & Savoie, 2006; Salas, Cooke, & Rosen, 2008) that team leaders, leadership and team processes, as well as team behaviours are fundamental to team effectiveness and performance. In addition, study after study has also shown that teams are more creative, productive and effective when they can achieve high levels of participation, cooperation and collaboration among members (Druskat & Wolff, 2001; Ross, 2006). So whilst it has been strongly argued in literature that team leaders, leadership processes, team processes and participation, cooperation and collaboration among team members are all fundamental to team effectiveness and team performance, there is a paucity of evidence with regard to teams interacting and performing effectively in the workplace (Barnett & McCormick, 2012; Druskat & Wolff, 2001; Rousseau, Aube, & Savoie, October 2006; Salas, Cooke, & Rosen, 2008), as observed by members of leadership teams in the real world.

The research initiating question will therefore be “What makes peer interaction in leadership teams effective, as determined by members of leadership teams themselves?” Exploring the fundamental conditions that allow effective task processes to emerge and that cause members to engage in them wholeheartedly will help us in identifying the emerging themes seen to be the

real source of a team's great success. The objective of this thesis is to explore the study of teams 'in their natural habitat', in their fully situated context, with the aim of providing higher quality, context-specific guidance, specifically on the role of peer interaction in teams, to organisations that complements the extant theoretical models on team effectiveness. Through the application of Interactive Qualitative Analysis, the participants in this study will be given the opportunity to explore their own experiences and perceptions of the conditions that they believe contribute to effective peer interaction in teams, and to establish what drives peer interaction in leadership teams. In other words, the goal is to explore and identify the generic commonalities in the experiences of leaders working in leadership teams in relation to the conditions that drive effective peer interaction in leadership teams. Another key objective is to explore whether there are any cause and effect relationships between the conditions that the participants have identified as important conditions for peer effectiveness to occur. Additional sub-questions identified for this study are:

- What are the conditions that make peer interaction in leadership teams effective?
- Of the conditions identified, which are deemed most important for effective peer interaction?
- Of the conditions identified as important for effective peer interaction, which are the most critical in terms of the development of the effectiveness of leadership teams?

The results of this research study will also serve as a foundation for the future development of team development training initiatives to mindfully assist and guide leaders in where to focus their efforts and resources as they build and shape effective teams in their organisations.

Chapter 2 will start with a literature review which explores the need for teams and a definition of leadership teams to set the context for the targeted participants selected for this study. The literature review will then explore the challenges that teams have been known to face and some of the characteristics that have been found to be prevalent in effective and successful teams, as we attempt to better understand the dynamics of being a team a little more holistically. The literature review will also explore the importance of peer interaction in teams and the role of group emotional intelligence in effective peer interaction in teams.

In Chapter 3 the focus will be on the research methodology, providing context and insight into the Interactive Qualitative Analysis process and the unfolding results of the study, where information that was shared by participants emerges in an interpretation and story, allowing us a



higher quality, context-specific insight into the meaning of peer interaction effectiveness as experienced by leaders in their 'natural habitat'.

Lastly, the study will conclude in Chapter 4 with a discussion of the results, recommendations and limitations.

## **CHAPTER 2**

### **LITERATURE REVIEW**

To contextualise this study, the researcher will start with an exploration of the need for teams, followed by a definition of teams, and leadership teams specifically, and the challenges that teams face. This will be followed with a discussion of the characteristics of effective teams, before exploring why peer interaction is so important.

#### **2.1. WHY THE NEED FOR TEAMS?**

Teams have become the strategy of choice when organisations are confronted with complex and difficult tasks (Salas, Cooke, & Rosen, 2008). Businesses, today, are operating in dynamic environments which are characterised by increasing complexity and rapidly changing circumstances for which solutions can be found far quicker and more effectively by using the collective intelligence and skill of a team of individuals than by an individual alone. Organisations are increasingly pressured towards improving responsiveness and flexibility, which, when coupled with the quickening rate of product and service development, leads them to pursue goals that are often too complex or multifaceted for individual accomplishment (Mitchell, Parker, & Giles, 2012).

Research has shown that using teams is widely considered to be a simple way to lead and enhance big productivity improvements (Harvard Management Update, 2008; Meredith-Ross, Jones, & Adams, 2008). Dyer (as cited in Meredith-Ross, Jones, & Adams, 2008), found that most managers believe teamwork is important to the success of their department and company. As teams provide an opportunity for a broad range of relevant skills to be directed towards interdependent and difficult tasks, organisations are relying more on teamwork to achieve valued outcomes. This trend is evidenced across industries and countries (Salas, Cooke, & Rosen, 2008). Teams can enable organisational innovation, agility and adaptability critical for success in uncertain and unpredictable times (Barnett & McCormick, 2012). As the complexity of the workplace continues to grow, organisations increasingly depend on teams (Salas, Cooke, & Rosen, 2008). As individuals work together more consciously, in leading and realising the value of teams in organisations, leadership teams that focus on specific functions and activities in an organisation began to emerge. The goal of a leadership team is to increase effective

coordination or coupling across functions and activities so that the performance of the whole is greater than the sum of its parts (Wheelan, 2003).

In summary, to be most effective in leveraging the collective intelligence of individuals to deliver an organisations' goals and deal with today's' ever-changing and increasingly complex working world, organisations are looking to and leaning on teams more and more. Every day, in a multitude of ways, our quality of life is being influenced by teams working together to provide a product or a service. Teams, working together effectively and efficiently, are seen to be a crucial ingredient to an organisations success and survival in today's working world.

## **2.2. WHAT ARE TEAMS? A DEFINITION OF LEADERSHIP TEAMS**

A significant portion of human activity involves people working in teams (Van Wissen, Kamphorst, & Dignum, 2012). We will explore how research has defined the definition and composition of teams to explore a possible comprehensive and common definition of a leadership team. The researcher will look at how research defines teams first, followed by how research defines leaders, leadership and leadership teams before settling on and proposing a definition of leadership teams for the purposes of this study.

Prior research (Barnett & McCormick, 2012; Furnham, 2005; Katzenbach & Smith, 1993) has suggested that teams consist of two or more individuals with specified roles and complementary skills who interact adaptively, interdependently and dynamically and with commitment to a common purpose, a set of performance goals, and an approach for which they hold themselves mutually accountable. Kozlowski and Ilgen (2006), created a holistic and sound definition of what a team is, based on previous research. They say a team can be defined as:

- a) two or more individuals who,
- b) socially interact (face to face, or increasingly virtually);
- c) possess one or more common goals;
- d) are brought together to perform organisationally relevant tasks;
- e) exhibit interdependence with respect to workflows, goals and outcomes;
- f) have different roles and responsibilities and,
- g) are together embedded in an encompassing organisational system, with boundaries and linkages to the broader system context and task environment.

This concept of teams is important in the context of leadership and the importance of leadership teams, as organisations have been found to be largely seen as the shadows of their executives (Lee, Koenigsberg, Davidson & Beto, 2010). Our world of work is changing, becoming faster and more virtual, where continuous change is a constant with the key phrase heard amongst business leaders being “create, innovate, adapt or die”. Leaders are critical for the success or failure of a business, for without leaders, there will be no direction given, no motivation, no one to imbue a sense of commitment and passion (Bartram, 2002). To survive in today’s competitive, global world, organisations need leaders who can deal with the challenges of tomorrow, who can get the best out of people, and who can help people take the extra step to a performance that exceeds expectations (Kets De Vries, Vrignaud, Agrawal, & Florent-Treacy, 2010). Leadership teams are usually considered a group of people who have the responsibility to lead and co-ordinate specific activities and people in a business. When working together as a leadership team, each individual member is responsible to ensure that the critical leadership functions of direction setting; managing team operations and developing leadership capacity to manage its own problem-solving processes and enabling team performance are accomplished (Barnett & McCormick, 2012).

For the purposes of this study, given the appropriateness of the definition for this study, the researcher has used the definition that Wheelan (2003), used in her research. A leadership team is defined as a group of people who have strategic and operational responsibility for a function within an organisation or for all of the functions within a division of a larger organisation (Wheelan, 2003). The researcher will conduct her study with leadership team members that work in leadership teams that are functional or cross-functional in nature.

### **2.3. WHAT ARE THE CHALLENGES THAT TEAMS FACE?**

Ineffective teams cause organisations to waste resources, to rework design and to extend the time to market (Meredith-Ross, Jones, & Adams, 2008). Understanding the challenges teams face is a step closer to us being able to manage and mitigate them more mindfully. Meredith Ross, Jones, and Adams (2008) found in their research that the root cause of the majority of team failures is poor team dynamics, which is manifested in individual member behaviour. Members do not work together as seamlessly as they could. People disengage, information goes unshared, wires get crossed and time and money are wasted (Ross, 2006). This creates a struggle for teams to reach the ideal of merging individual talents and skills into one super performing whole with capabilities that surpass those of even its most talented member. The

current researcher will explore some of the challenges that teams face in the world of work to ensure that these are considered in developing a holistic understanding of the dynamics and effectiveness of teams.

Working together in teams can be viewed as a double-edged sword, where it can facilitate productivity, but it might also, unintentionally, inhibit productivity, if one is not aware of the challenges and pitfalls of working in teams. Could teams create products better or faster, if less time and energy had been used in dealing with poor behaviour? The answer is yes. Behaviour influences team effectiveness, failures in team leadership, coordination and communication and can result in disaster (Meredith-Ross, Jones, & Adams, 2008; Rousseau, Aube, & Savoie, October 2006).

**This literature review** has identified the following key themes as challenges that top leadership teams face:

**1) No clear articulation of the team goal or purpose and ways of working for the team.**

Members of top leadership teams have difficulty articulating their goals and purpose (Wheelan, 2003). Many teams do not reach their full potential and many more fail largely due to process loss and the failure of team members to combine individual capabilities in a concerted direction (Barnett & McCormick, 2012). Fragmentation, or the tendency to act as individuals and not as team members, then occurs, impacting on the effective functioning of the team (Wheelan, 2003). Michelman (2004) says that a simple challenge lies in the question of whether the group that has assembled actually views itself as a team, as sometimes individuals in the team have non-complementary goals and are encouraged to compete with each other for both resources and recognition. Whilst competition amongst individual team members might in fact be healthy if channelled toward a common goal, with clarity on how individuals need to interact and support one another, without a clear cohesive goal and clear ways of working in place, the encouragement of competition amongst team members can create a destructive conflict in the team that can adversely impact on the success of the team. Rivalries among team members then make it difficult for team members to function effectively under these circumstances. When there is a competitive conflict management culture, in which members fight to win arguments, rather than work to achieve group goals, diversity of views can be seen to add to this conflict (Furnham, 2005). Lastly, particularly on complex

tasks or where the individual contribution of group members are not clear and identifiable, social interference and loafing may occur, where the mere presence of others can lead to anxiety and less effort from team members, thus detracting from performance (Furnham, 2005).

## **2) Inadequate technical or interpersonal skills**

A common problem that makes it difficult for team members to function effectively is when there is a team-wide lack of competence within a particular area, or inadequate technical or interpersonal skills of a particular team member (Wheelan, 2003). This is characterised by failure to use available knowledge and abilities, and when groups erroneously assign weights to the contributions within the group on the basis of perceived, rather than actual expertise (Furnham, 2005).

## **3) Group think**

This lack of differing opinions occurs particularly when groups pressure their members into an unthinking conformity, especially in those situations when members of teams, striving for unanimity, overrides their motivation to appraise alternative courses of action realistically (Furnham, 2005; Wheelan, 2003).

## **4) Tasks characteristics**

Multiple and concurrent tasks, task that carry uncertainty, changing plans and high workload pose difficulties for teams that need to be overcome (Salas, Cooke, & Rosen, 2008).

## **5) The root cause of the majority of team failures is, however, poor team dynamics, which are manifested in individual team member behaviour (Meredith-Ross, Jones, & Adams, 2008).**

Emotional incompetence in groups, either within themselves, or with other groups or individuals outside of its boundaries, can cause dysfunction (Druskat & Wolff, 2001). Specific failures in communication and coordination behaviours, as well as deficient cooperation derail the process of building a shared understanding of the situation between team members which lead to poor performance and errors (Rousseau, Aube, & Savoie, 2006).

It appears that clear goal setting, technical and interpersonal competence and task-related behaviours are emerging as critical foundations to team effectiveness, and an emotional competence in team coordination and explicit communication skills and strategies can be used to overcome these obstacles. For teams to, therefore, be effective, individuals would need to

focus on the clear articulation of their collective purpose and goals, individual group member competencies and collective team competencies and work design. For a team to be successful in their effectiveness, they need to pay attention to enhancing their team coordination and communication skills as they formulate their ways of working in interacting and supporting one another.

## **2.4. CHARACTERISTICS OF EFFECTIVE AND SUCCESSFUL TEAMS**

High performance teams are what make high performance companies tick (Ross, 2006). Given the increasing complexity of the world of work and the reliance on teams, understanding not only how teams can function better and become more effective, but also how they position themselves to be successful, becomes highly relevant. Teams themselves can be dynamic, multifaceted and complex and have intrigued researchers for many years. In a study done for the Harvard Management Update (2008), it was reported that J.Richard Hackman of Harvard University, claimed that researchers have found that work teams cluster at opposite ends of the success continuum. Many function beautifully, many others fail miserably. Few are in the middle. To conceptualise effective and successful teams, the current researcher has explored research regarding the characteristics of effective teams.

Literature on team effectiveness is extensive. Research on factors that are likely to increase the effectiveness of a team ranges from a more systematic approach of “input-process-output”, where processes describe how team inputs are transformed into outputs, which tend to bring together all of the behavioural, cognitive and affective phenomena existing in teams, to the more integrative frameworks. This literature review will, therefore, include the exploration of both the systematic approach “input-process-output”, and the integrative approach in reviewing the key themes of characteristics that determine team effectiveness. In attempting to understand the factors that are likely to increase the effectiveness of a team this literature review has been guided primarily by four frameworks: (1) Barnett and McCormick’s (2012) Theoretical Framework for Team Performance and Team Effectiveness; (2) Meredith-Ross, Jones and Adams’ (2008) Ishikawa diagram showing cause-and-effect for variables contributing to team effectiveness; (3) Rousseau, Aube, and Savoie’s (2006) Integrative teamwork behaviours framework; and (4) Druskat and Wolff’s (2001) Model of Team effectiveness. The literature review is then summarised by referring to a few key themes that emerge and how other studies over the years seem to speak to these themes.

#### **2.4.1. Barnett and McCormick's (2012) Theoretical Framework for Team Performance and Team Effectiveness**

Barnett and McCormick (2012), conducted an exploratory study to investigate the processes that underlie senior executive leadership team performance and effectiveness. Their study found that leader and team processes interacted dynamically to contribute to team performance. Team member characteristics (individual level) influence leadership processes (such as, direction setting, team operations management and development of team leadership capacity). They also found that leaders usually have the dual roles of team member and team leader and that leadership processes interact dynamically with team processes such as cognitive processes (for example, mental models), motivational processes (for example, cohesion and collective efficacy), affective processes (for example, team climate) and coordination processes (for example, communication and back-up behaviours) to influence team performance (for example, goal accomplishment). Figure 2.1 depicts these variables at two levels, the individual level with team member characteristics, and at the team level with leadership, team processes and team performance.

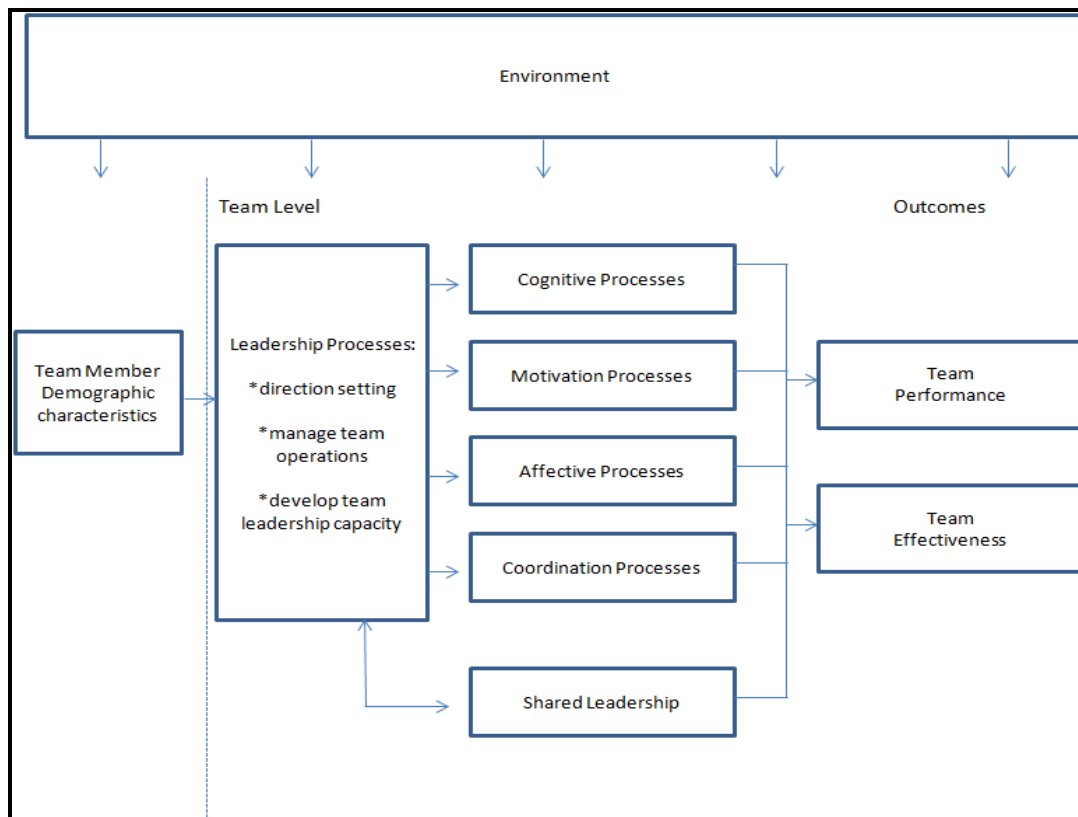
This definition and explanation of the constructs in this framework are as follows:

##### **1) Leadership Processes that need to be accomplished by team members.**

- a) Direction setting - includes information search and structuring, which refers to search for information, analysis, organization and interpretation of information inside and outside the team; as well as information use in problem-solving, which refers to the use of information for problem identification; development of a plan, which coordinates team member expertise, and the communication of the plan to team members.
- b) Manage team operations - includes managing personnel, which involves actions taken to recruit, develop, motivate, coordinate and monitor individuals able to contribute to goal attainment, as well as managing material resources which may enable the team to accomplish its goals.
- c) Team leadership capacity - refers to the team's collective ability to determine its current level of effectiveness, identify pressing challenges and resultant needs triggered in the team, and select and execute appropriate leadership functions to address these needs. This may include three types of coaching important for team effectiveness: motivational coaching for effort needed to build shared commitment to the team and its' task; educational coaching, which facilitates the development of team members'



knowledge, and skill and consultative coaching that encourages the adoption of innovative ways of working aligned with task requirements.



**Figure 2.1: Theoretical Framework of Team Performance and Team Effectiveness.**

Adapted from “Leadership and team dynamics in senior executive leadership teams” by K. Barnett, and J. McCormick 2012, *Journal of Educational Management Administration and Leadership*, 40 (6), p. 657.

## 2) Team processes

a) Cognitive processes - which are shared mental models that allow individuals to describe, explain and predict events in their environments in the same way. For a team to perform successfully, both task and team mental models are needed. Shared team mental models describe procedures and strategies for task accomplishment. Shared team mental models include:

- team interaction models which describe roles and responsibilities of team members, patterns of team interaction, exchange of information and interdependence of roles and sources of information , and
- team member models which describe team member knowledge, skills, attitudes, preferences and tendencies.

b) Motivational processes - where team motivation comes from:

- Team cohesion - refers to the degree to which team members are attracted to and are motivated to stay with the team, and how resistant the team is to disrupting influences. Team cohesion can have a social or task focus, *social* in terms of the strength and number of friendships in the team and *task* in terms of the need for collective effort to achieve goals otherwise unattainable through individual team member effort.
- Collective efficacy, which can be described as the team's shared belief in its collective capabilities to organize and execute chosen courses of action required to produce given levels of attainment, which is influenced by events and experiences similar to self efficacy, where mastery of experiences of the team is the most powerful source. Collective efficacy influences what goals the team chooses, how much effort they exert in pursuing group goals, and persistence when group efforts fail to achieve goals.

c) Affective processes, such as trust, have been cited by a number of researchers as significantly influencing team performance (Barnett & McCormick, 2012; Druskat & Wolff, 2001; Ross, 2006). Team member relationships, characterised by mutual trust foster collaboration, reduce conflict and increase commitment to the team. When mutual trust is present it enables team members to interpret each other's behaviour.

d) Coordination – the timing and sequencing of interdependent team actions.

It involves exchanges of information and adaptation of action in order to align team member actions with team goals. Coordination was found to be facilitated by team back-up behaviours and mutual performance monitoring.

- Team back-up behaviours assist team members to perform a task, and may include feedback or coaching, assisting a team member to carry out actions, or completing a task for another team member.
- Mutual performance monitoring occurs when a team member observes the actions of other team members and identifies when to provide backup to maintain or improve team performance.

#### **2.4.2. Meredith-Ross, Jones and Adams' (2008) Ishikawa Diagram Showing Cause-and-Effect for Variables Contributing to Team Effectiveness**

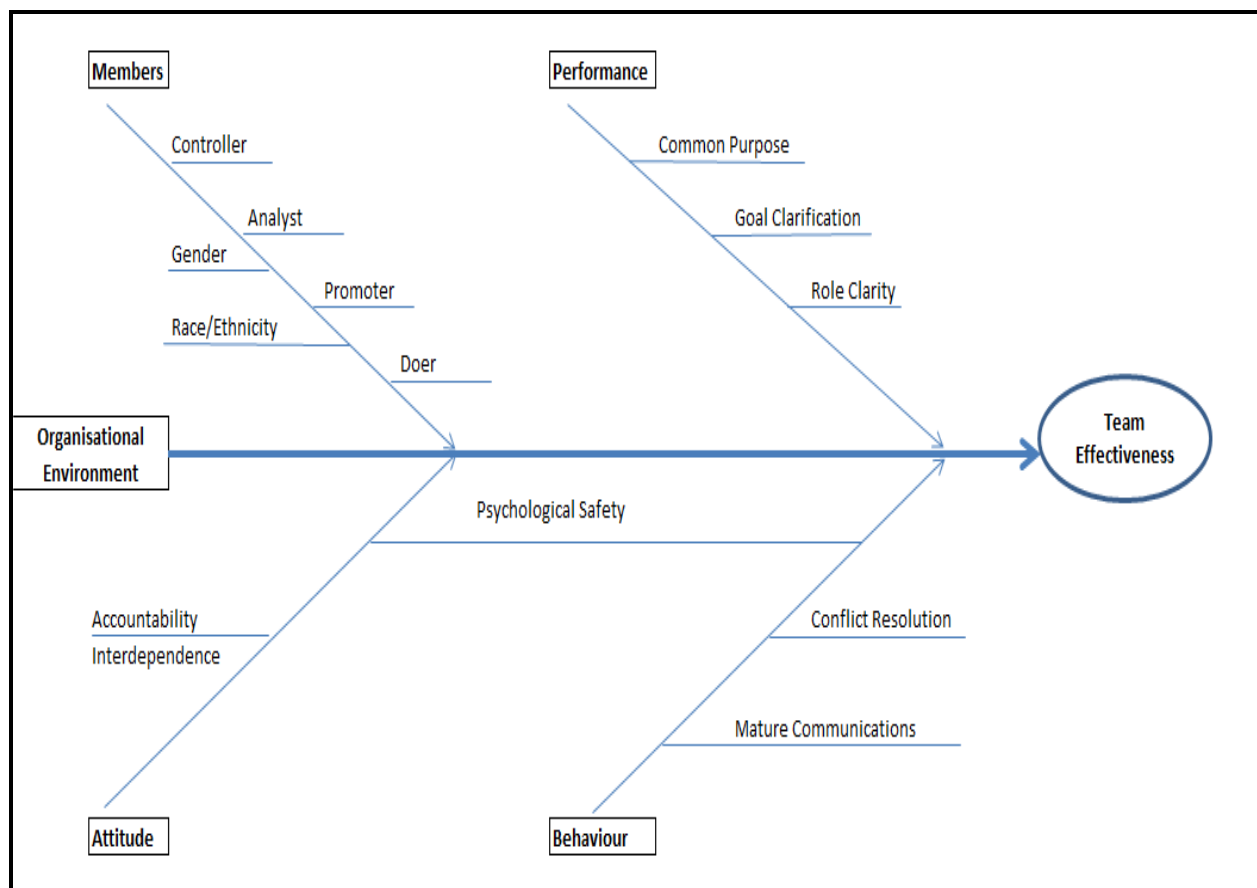
A literature review, focusing on a systematic “input-process-output” approach, was done by Meredith-Ross, Jones, and Adams (2008), which led to the hypothesis that team effectiveness can be evaluated by five broad principal variables, namely performance, behaviour, attitude, team member style and corporate culture. This hypothesis is reflected in the Ishikawa diagram in Figure 2.2 which is a graphical means of displaying the relationship of the dependant variable, team effectiveness (TE), to the principal independent variables, Performance (P), Behaviour (B), Attitude (A), Members (M) and Organisational Environment or Corporate Culture (C). This Ishikawa diagram materialised from previous research conducted by both Adams and Thamhain (as cited in Meredith-Ross, Jones, & Adams, 2008) on the effectiveness of teams.

In this model, Team effectiveness (TE) is seen to be a function of Performance (P), Behaviour (B), Attitude (A), Member's Social Styles (M), and Corporate Culture (C), the functional relationship of which is presented in Equation (1).

$$\text{Equation (1):} \quad TE = f(P, B, A, M, C)$$

Meredith-Ross, Jones, and Adams (2008) have found that these broad constructs are useful only if they can be measured and defined. They have defined the five constructs as follows:

- 1) Performance as the extent to which the outputs conform to the customers' standards of quantity, quality and timeliness,
- 2) Behaviour as the extent to which team members act and react to each other, to circumstances and to perceived behavioural control.
- 3) Attitude concerns the team member's feeling of psychological safety, willingness to cooperate, receiving and giving feedback and accepting responsibility for influencing team effectiveness.
- 4) Member' social styles refer to each member's particular style or set of characteristics. It was found that an individual's assertiveness and responsiveness is the basis of how team members describe and perceive each other.
- 5) Corporate Culture as the business climate in which teams operate.



**Figure 2.2: Ishikawa Diagram Showing Cause-and-Effect for Variables Contributing to Team Effectiveness.** Adapted from “Can team effectiveness be predicted?” by T. Meredith-Ross, E.C. Jones, and S.G. Adams, 2008, *Journal of Team Performance Management*, 14 (5/6), p. 255.

From their research they identified the need to establish a standard set of variables, definitions and measuring techniques to ensure these constructs are viewed as useful in improving team effectiveness. Recognising the broad scope and difficulties of measuring performance (P), behaviour (B) and attitude (A), Adams (as cited in Meredith-Ross, Jones, & Adams, 2008), and Meredith-Ross et al. (2008) identified seven easily measurable constructs. These seven constructs of effective team functioning were found to be:

- a) common purpose, which is seen to be the main objective of the team and represents a successful completion of the team’s goals;
- b) clearly defined goals, which have a direct relationship to the team’s main objective. Clear and common goals need to be quantifiable and commonly agreed upon statements

that define the tasks to be accomplished by the team to maintain their focus on the team's objective;

c) role clarity, which represents the common understanding of each individuals' expected role to ensure each team member's expectations of the role they play in the team is clear, thereby mitigating the risk of task duplication or role ambiguity;

d) psychological safety, which is a shared belief that the team is safe for interpersonal risk taking, because the climate is one of interpersonal trust and mutual respect. This provides an environment that is safe and accepting of questions, thereby ensuring the existence of clear communication and encouraged creativity.

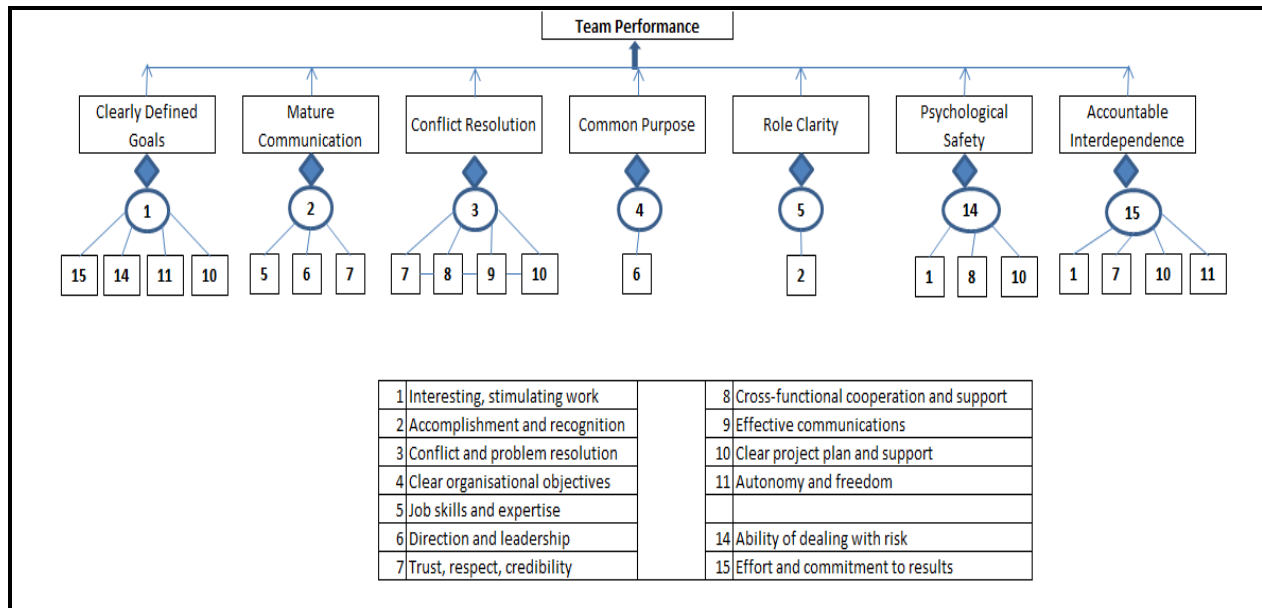
e) mature communication, which refers to a team member's ability to articulate ideas clearly and concisely, to listen constructively and provide and receive constructive feedback;

f) productive conflict resolution, that includes procedures and actions that lead to results such as facilitating the solution to the problem, increasing the cohesiveness among team members, exploring alternative positions, increasing involvement of everyone affected by the conflict and enhancing the decision-making process in successfully managing conflict; and

g) accountable-interdependence, where there is an understanding of the mutual dependence of all team members' responsibility to the quality and quantity of the work and that the accountability for the output of the team is the responsibility of each team member.

Each of these constructs was then mapped onto the broad constructs of Performance (P), Behaviour (B) and Attitude (A). Coupled with this, Thamhains' (as cited in Meredith-Ross, Jones & Adams, 2008) studies identified barriers and drivers of effective teams and found 13 variables that correlated positively to overall team performance. These included: interesting and stimulating work; clear organisational objectives; job skills and expertise; accomplishment and recognition; conflict and problem resolution; direction and leadership; trust, respect and credibility; cross-functional cooperation and support; effective communications; clear project plan and support; autonomy and freedom; ability to deal with risk; and effort and commitment to results. Meredith-Ross, Jones, and Adams (2008), related these variables to the variables identified in the original research (Adam) model (as cited in Meredith-Ross, Jones, & Adams, 2008), namely performance (P), behaviour (B), and attitude (A) and depicted the seven

constructs and thirteen variables of team effectiveness in the interrelationship diagram shown in Figure 2.3.



**Figure 2.3. Variable Interrelationship Diagram.** Adapted from “Can team effectiveness be predicted?” by T. Meredith-Ross, E.C. Jones, and S.G. Adams, 2008, *Journal of Team Performance Management*, 14 (5/6), p. 256.

Meredith-Ross, Jones, and Adams (2008), studied the interplay and relationship of each of the variables related to team effectiveness and determined the following:

- 1) That performance had a strong and direct relationship to team effectiveness. If performance is improved or diminished, then team effectiveness will be improved or diminished, respectively. Given this direct relationship to team effectiveness, performance was used as the standard to evaluate the relationship of the other variables in equation (1) to team effectiveness - meaning each variable was reviewed in terms of its impact on team effectiveness, relative to team performance.
- 2) That the root cause of the majority of team failures is poor team dynamics, which are manifested in individual team member behaviour. Unresolved tensions will impact on the effectiveness of the team where products could have been created better or faster and energy could have been saved and redirected into more positive endeavours, rather than used in focusing and dealing with poor behaviour. However, Eckes (as cited in Meredith-Ross, Jones, & Adams, 2008), found that in an environment where all other variables are considered neutral, behaviour is less of an influence than performance is on a team's effectiveness. So whilst it is evident that behaviour influences team effectiveness,

performance has been shown to moderate the effect of behaviour on team effectiveness. In summary, it was found that one poor behaving team member does not a poor team make. As the ratio of team members with negative behaviour to positive behaviour becomes equal, the teams' effectiveness will start to degrade significantly. When the negative behaviours exceed the positive behaviours, the team will lapse into ineffectiveness. Behaviour thus remains an important and critical consideration in the effectiveness and success of teams. Behaviour in the way that it strengthens team cohesiveness, has therefore, been shown to have a heightened influence on team effectiveness in uncertain environments versus stable environments.

3) That each team member joins the team with a specific set of psychological and emotional predispositions that are principle drivers of the individual's attitude. They define attitude as a function of the combination of the team members' acceptance of their own accountability for the team's effectiveness, their willingness to trust each other, and their comfort with other team members. Their studies found that whilst attitude has an impact on team effectiveness, positive behaviour can mitigate a negative attitude. "If a team member does not feel the project is worth attention and doesn't trust the other team members, but understands the political ramifications of the project, the team member can act in a cooperative manner demonstrating acceptable behaviour in spite of a negative attitude" (Meredith-Ross, Jones, & Adams, 2008, p260). However, the adverse impact would have been worse if the members of the team had negative attitudes and negative behaviour. As a result of the mitigating influence behaviour has on attitude, attitude is seen to have a lesser influence on team effectiveness than behaviour.

4) That culture had the least influence on team effectiveness. They state that corporate culture influences behaviour and attitudes of individuals in as much as it sets the tone for office demeanour and the ramifications of political issues. Even so, what happens within a collaborative team can be well outside the direct influence of the corporate culture. They found that culture does define the norms of behaviour in politically charged interactions, but when teams are collaborative, the influence of culture fades well into the background. Much as behaviour can mitigate attitude, behaviour can mitigate culture.

5) That team member styles, the cognitive and social styles of the members of the team, was assumed to determine their level of productivity, manner of behaviour and attitude toward the team and was, therefore, seen as the sum of performance, behaviour and attitude in impacting on team effectiveness.

Meredith-Ross, Jones, and Adams' (2008), research highlighted that the effectiveness of a set of individuals is key to team effectiveness. Having tools to predict whether a set of individuals can become an effective team will provide a company with the opportunity to be proactive, rather than having to react to an ineffective team. An early evaluation of team members gives the manager an opportunity to provide appropriate training, provide intervention, or change the mixture of individuals chosen for the team (Meredith-Ross, Jones, & Adams, 2008).

In reflecting on this model, team effectiveness appears to be a delicate interweaving of Performance, Behaviour, Attitude, Member Styles and Corporate Culture, with the individual characteristics of team members that contribute to shaping a collaborative, cohesive culture of a team, being of paramount importance in influencing a team's effectiveness and success.

#### **2.4.3. Rousseau, Aube, and Savoie's (2006), Integrative Teamwork Behaviours Framework.**

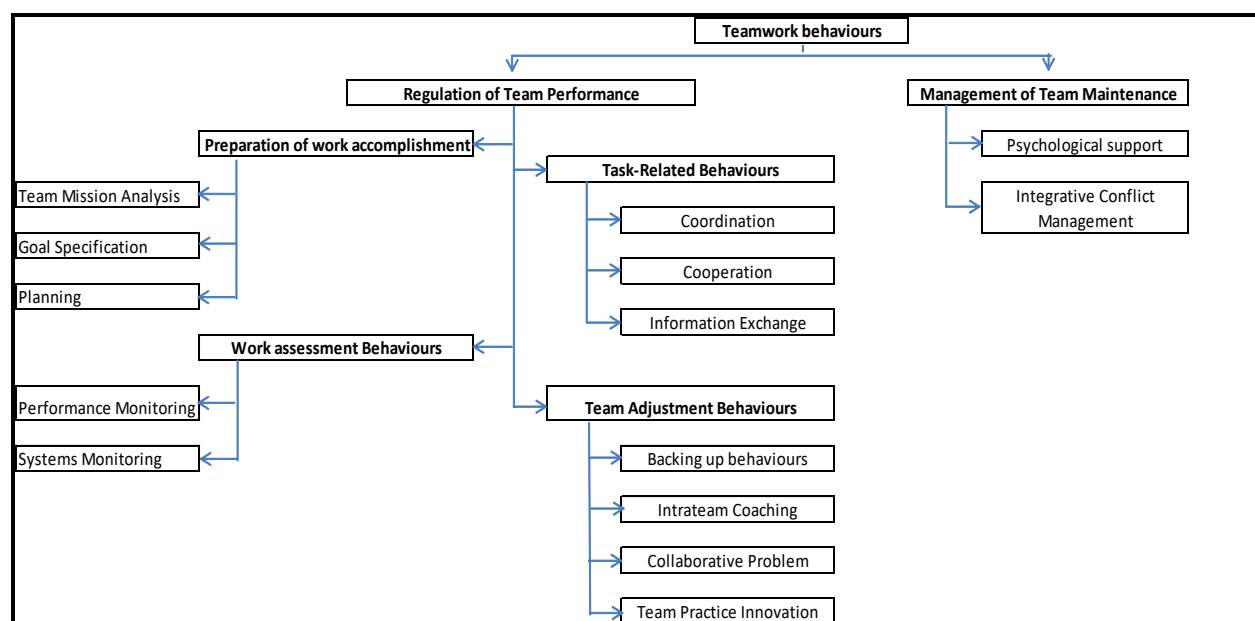
To explore a more integrated, holistic view, the current researcher explored a literature review of the frameworks of teamwork behaviours by Rousseau, Aube, and Savoie (2006) and their subsequent *Integrative framework of teamwork behaviour*. Rousseau, Aube, and Savoie (2006) focused on the process of team interactions that influence the final output of teams, teamwork behaviours.

In team settings, members' behaviours can be divided into two main categories, namely task work behaviours, which are defined as those behaviours that contribute directly to the accomplishment and performance of the technical aspects of specified tasks and exist independently of organisation of work, and teamwork behaviours, that represent overt actions and verbal statements displayed during interactions between team members to ensure a successful collective action and are considered as behaviours that are inherent in work teams and are required of team members for effective performance. In short, teamwork behaviours facilitate the achievement of collective tasks and consequently increase team performance (Rousseau, Aube, & Savoie, 2006).

Rousseau, Aube, and Savoie (2006), state that this Integrative framework of teamwork behaviour is a theory that summarises the frameworks of teamwork behaviours in literature and proposes a framework that is comprehensive with its dimensions arranged within a hierarchical set of performance behaviours that define effective teamwork and is based on two main



functions, performance and maintenance of teams. Bales, Bennes, and Sheats (as cited in Rousseau, Aube, & Savoie, 2006) found that these were the two main functions that team members' behaviour primarily addressed. The performance function involves the achievement of work-related team goals. The maintenance function implies holding team members together. Thus, the higher order categories of teamwork behaviours are called the regulation of team performance and the management of team maintenance (Rousseau, Aube, & Savoie, 2006). This framework posits that individuals can attain a high performance level if they sequentially apply the regulation functions of task completion. Task completion is based on the premise that work behaviour of employees is not random in nature but can be systematically determined, that behaviours are observable and measurable actions of individuals that can affect both the social and physical environment and that cognitions and feelings, that are intrinsic to the individual, must be translated into behaviour to have an effect on the environment (Rousseau, Aube, & Savoie, 2006). Understanding the overt behaviours that are displayed during interactions among team members will help crystallise for members of teams what they need to do to contribute to the success of their teams. To conceptualise teamwork behaviours, the *integrated framework of teamwork behaviour* is useful in explaining and understanding team behaviour and interaction in team performance and maintenance as illustrated in Figure 2.4.



**Figure 2.4: Schematic Representation of the Hierarchical Conceptual Structure of Teamwork Behaviours.** Adapted from "Teamwork behaviours: A Review and an integration of frameworks." V. Rousseau, C. Aube and A. Savoie, 2006, Montreal, Quebec, Canada: Sage Group Research, 37(5) p. 547.

Rousseau, Aube, and Savoie (2006), classified the dimensions of teamwork behaviours associated with the regulation of team performance based on the action regulation theory. According to Dick (1993), the action regulation theory is a methodology which has the dual aims of action and research:

- Action to bring about change in some community, organisation or program; and
- Research to increase understanding on the part of the researcher or the client, or both.

He describes it as a cyclical process where intention or planning precedes action and critique or review follows and where, according to Tschan (as cited in Rousseau, Aube, & Savoie, October 2006), incomplete cycles of action regulation are likely to impede performance. The functions identified in the action regulation theory served to classify the behavioural dimensions associated with task accomplishment (Rousseau, Aube, & Savoie, October 2006). Regulation of Team Performance, therefore, includes preparation for work accomplishment (preparation function), task-related collaborative behaviours (execution function), work assessment behaviours (evaluation function) and team adjustment behaviours (adjustment function) which speak to the importance of the need to plan and prepare for a task, to ensure people are clear and know what they need to do. Once people are aware of what they need to do, they can then execute the planned activities. To ensure that the individuals and team are on track, they need to monitor their performance and make any necessary adjustments to ensure that the tasks are completed efficiently and effectively (Rousseau, Aube, & Savoie, 2006).

Rousseau, Aube, and Savoie, (2006), completed a conceptual analysis of the reviewed frameworks, which led them to define the team work behaviour terms and propose specific dimensions to be included in the categories detailed in Table 2.1. Their definition of the teamwork behaviours includes:

- 1) Preparation for work accomplishment has the primary objective of ensuring that team members guide their accomplishment of tasks by analysing, planning and agreeing on activities. The amount of planning required to arrive at a suitable strategy is related to the number of factors that may influence team performance, such as situational and time constraints, team resources, member expertise and the changing nature of the environment. The behavioural dimensions of the preparation phase include:
  - a) Team Mission Analysis
  - b) Goal Specification
  - c) Planning

2) Task-related collaborative behaviours support the premise that once individuals in the team know the activities required of them to reach the task goals, they are ready to go through the execution phase, which consists of putting into action what has been planned and agreed. The three behavioural dimensions related to this execution phase were found to be:

- a) Coordination
- b) Cooperation
- c) Information exchange

3) Work assessment behaviours are aimed at evaluation. As team members make progress toward task completion, the monitoring of their performance and their environment enable them to make sure that they are doing the right thing. This includes the following two behavioural dimensions, namely:

- a) Performance monitoring.
- b) Systems monitoring

4) Team adjustment behaviours follow from the evaluation function of action regulation theory which may lead to team members making some adjustments in order to efficiently progress toward task completion. The capacity of team members to face these performance demands is called team adaptability. This includes four behavioural dimensions, namely:

- a) Backing up
- b) Intra-team coaching
- c) Collaborative problem solving
- d) Team practice Innovation

A summary of Rousseau, Aube, and Savoie's (2006) study on teamwork behaviours is included in Table 2.1. and Table 2.2. to conceptualise teamwork behaviours, their functions, their behavioural dimensions and their definition.

**Table 2.1.*****Regulation of Performance Work Behaviours***

<b>Functions</b>	<b>Behavioural Dimensions</b>	<b>Definition</b>
Preparation for work accomplishment	Team mission and analysis	Collective interpretation and evaluation of the teams purpose, identification of its main tasks, its operative environmental conditions and the team resources available to carry out the mission
	Goal Specification	Identification of the level of performance that team members have to achieve
	Planning	The development of alternative courses of action for task accomplishment. Also known as discussion of strategy and strategy formulation
Task related collaborative behaviours	Coordination	Integrating team members' activities to ensure task accomplishment within established temporal constraints
	Cooperation/Collaboration	The wilful contribution of personal effort to the completion of interdependent jobs. It is two or more team members working together during task execution
	Information Exchange	The extent to which team members share or transmit task-related information among themselves. Also known as information sharing, open communication and closed-loop communication.
Work Assessment Behaviours	Performance Monitoring	Tracking progress toward goal attainment and determining what needs to be accomplished for goal attainment. Opportunity for self-regulation on attaining the goals.
	Systems Monitoring	Tracking team resources and environmental conditions as they relate to task accomplishment.
Team Adjustment Behaviours	Backing up behaviours	The extent to which team members help each other perform their roles. Implies the provision of tangible task-related help when a team member failing to reach goals as defined by his or her role
	Intrateam Coaching	The exchange among team members of constructive feedback regarding the task accomplishment. Allows team members to learn from each other to improve their performance.
	Collaborative problem solving	Collectively find and implement a solution that brings actual conditions closer to the desired conditions. The resolution of a problem involves gathering and integrating information related to the problem, identifying alternatives, selecting the best solution and implementing the solution.
	Team Practice Innovation	The team members activities designed to invent and implement new and improved ways of doing their tasks. In other words, they may have to innovate and come up with new practices that address changing task demands to maintain or increase their performance.

Rousseau, Aube, and Savoie (2006), found that teams cannot operate efficiently when team maintenance is jeopardised. They found that personal or interpersonal issues, such as personal difficulties experienced by team members and conflicts amongst team members, can endanger the maintenance of the team. Moreover, they found that these difficulties may prevent team members from fully contributing to task accomplishment or from effectively regulating team performance. Thus, effective team management of team maintenance enables team members to deal with these difficulties, which can emerge throughout the team's existence (Rousseau, Aube, & Savoie, 2006). The teamwork behaviours associated with the management of team maintenance are psychological support and integrative conflict management as detailed in Table 2.2 as identified in the Rousseau, Aube and Savoie (2006) study.

**Table 2.2.**  
***Management of Team Maintenance***

Management of Team Maintenance	
Behavioural Dimensions	Definition
Psychological Support	The voluntary assistance that team members provide to reinforce the sense of well-being of their teammates. This dimension is tied to motivating or confidence building, team spirit and morale, affect management, supportiveness and emotional and appraisal forms of social support.
Integrative conflict management	The integration of team members' interests while resolving disagreements and friction among team members.

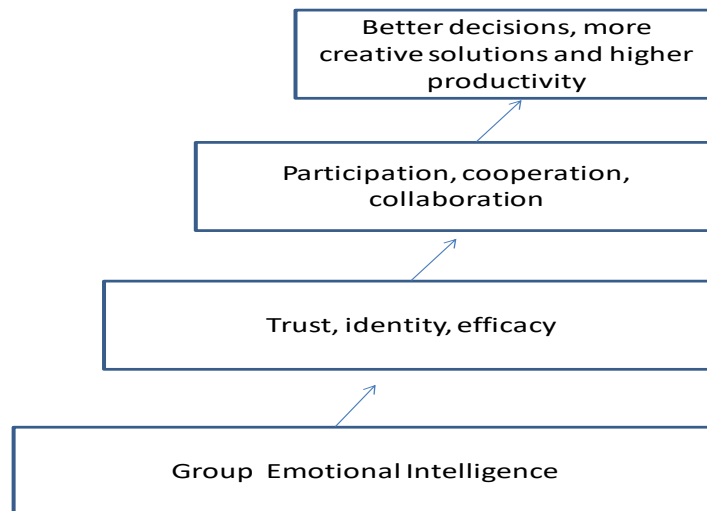
In reviewing the relevance of these teamwork behaviours for improving team performance, Rousseau, Aube, and Savoie (2006), also found that this may vary as a function of different components of task design, namely task interdependence, task complexity and collective autonomy. It is important to note that when task interdependence is high, teamwork behaviours are likely to improve team performance, because task accomplishment requires interaction amongst team members. However, in a situation marked by task complexity, when tasks are highly structured, members know exactly what they have to do and when they have to do it to get the job done. In this case, teamwork behaviours, especially preparation of work accomplishment and work assessment behaviours are less likely to increase team performance. When it comes to collective autonomy, in other words the amount of control and discretion the team is allowed in carrying out tasks assigned by the organisation, those teams that have more autonomy need to adopt a wider variety of teamwork behaviours to increase their performance as compared to members of hierarchical teams, where decisions are made by the leader and the role of team members is merely that of execution. Task design, serves to specify the requisite

behaviours and processes that lead to effective team performance. Specifically the level of task interdependence, task complexity and collective autonomy indicates the extent to which the task requires teamwork behaviours to be accomplished successfully (Rousseau, Aube, & Savoie, 2006).

The integrative framework of Rousseau, Aube, and Savoie (2006) represents a conceptual structure of team members' overt behaviours, displayed during interactions between team members, and the timings of these behaviours that facilitate collective task accomplishment. The behavioural dimensions of teamwork behaviours are arranged in a hierarchy, with the higher level categories being the regulation of team performance and the management of team maintenance. These behaviours enable team members to work effectively with one another to achieve collective tasks and consequently, enhance team performance.

#### **2.4.4. Druskat and Wolff (2001): A Model of Team Effectiveness**

Druskat and Wolff (2001) found that teams are more creative and productive when they can bring about high levels of participation, cooperation and collaboration among members. They found that three basic conditions are essential for group effectiveness, namely mutual trust amongst team members, a sense of group identity (a feeling among members that they belong to a unique and worthwhile group), and a sense of group efficacy (the belief that the team can perform well and that group members are more effective working together than apart). They found that these three conditions appear to arise in environments where emotion is handled well. Groups therefore stand to benefit by building their emotional intelligence, which is about bringing emotions deliberately to the surface and understanding how they affect a team's work and building relationships that strengthen the team's ability to face challenges (Druskat & Wolff, 2001). This work led to the creation of a model that identified the basic conditions that need to be present before these behaviours of participation, cooperation and collaboration can occur, as shown in Figure 2.5.



**Figure 2.5: A Model of Team Effectiveness.** Adapted from “Building the emotional intelligence of groups,” by V.U. Druskat and S.B. Wolff . 2001, *Journal of Harvard Business Review* , 79 (3), p. 83.

Teams are at the very foundation of an organisation, and they won’t work effectively without mutual trust and a common commitment to goals (Druskat & Wolff, 2001). A two year study examining cross-functional drug development teams at Johnson and Johnson by Druskat and Wolff (as cited in Ross, 2006) revealed that Group Emotional Intelligence was the biggest predictor of team success, as they have established norms that strengthen group trust, group identity and group efficacy, which result in their members cooperating more fully with one another and collaborating in furthering the team’s work. To be most effective, teams need to create emotionally intelligent norms – the attitudes and behaviours – that eventually become habits – which build emotional capacity and influence emotions in constructive ways, which support behaviours for building trust, group identity and group efficacy (Druskat & Wolff, 2001).

Effective teams were found to be those that establish norms that both, create an awareness of emotions and that help regulate emotions on an individual, group and cross-boundary level. Norms that were found to create awareness of emotions were: interpersonal understanding and perspective taking at an individual level; team self-evaluation and seeking feedback at a group level; and organisational understanding at a cross-boundary level. Norms that were found to help regulate emotions were: confronting and caring at an individual level; creating resources for working with emotion, creating an affirmative environment and solving problems proactively at a group level; and building external relationships at a cross-boundary level. The combination of these two sets of norms play a critical role in creating trust, improving member morale and group

identity and increasing participation and a willingness to cooperate. Druskat and Wolff (2001) created a table of ways that groups can establish norms that build group emotional intelligence as illustrated in Table 2.3.

**Table 2.3**

***Building Norms for Three Levels of Group Emotional Intelligence***

<b>Individual</b>	<b>Group</b>	<b>Cross-Boundary</b>
<b>Norms that Create Awareness of Emotions</b>		
<b><i>Interpersonal Understanding</i></b>	<b><i>Team Self-evaluation</i></b>	<b><i>Organisational Understanding</i></b>
1. Take time away from group tasks to get to know one another	1. Schedule time to examine team effectiveness	1. Find out the concerns and needs of others in the organisation
2. Have a "check-in" at the beginning of the meeting - that is, ask how everyone is doing	2. Create measureable task and process objectives and then measure them	2. Consider who can influence the team's ability to accomplish its goals
3. Assume that undesirable behaviour takes place for a reason. Find out what the reason is. Ask questions and listen. Avoid negative attributions.	3. Acknowledge and discuss group moods	3. Discuss the culture and politics in the organisation
4. Tell your teammates what you're thinking and how you're feeling.	4. Communicate your sense of what is transpiring in the team	4. Ask whether proposed team actions are congruent with the organisation's culture and politics.
	5. Allow members to call a "process check". (For instance, a team member might say, "Process check: is this the most effective use of our time right now?").	
<b><i>Perspective Taking</i></b>	<b><i>Seeking Feedback</i></b>	
1. Ask whether everyone agrees with a decision.	1. Ask your "customers" how are you doing.	
2. Ask quiet members what they think.	2. Post your work and invite comments.	
3. Question decisions that come too quickly.	3. Benchmark your process.	
4. Appoint a devil's advocate.		
<b>Norms that Help Regulate Emotions</b>		
<b><i>Confronting</i></b>	<b><i>Creating Resources for working with Emotion</i></b>	<b><i>Building External Relationships</i></b>
1. Set ground rules and use them to point out errant behaviour.	1. Make time to discuss difficult issues, and address the emotions that surround them.	1. Create opportunities for networking and interaction.
2. Call members on errant behaviour.	2. Find creative, shorthand ways to acknowledge and express the emotion in the group.	2. Ask about the needs of other teams.
3. Create playful devices for pointing out such behaviour. These often emerge from the group spontaneously. Reinforce them.	3. Create fun ways to acknowledge and relieve stress and tension.	3. Provide support for other teams.
	4. Express acceptance of members' emotions.	4. Invite others to team meeting if they might have a stake in what you're doing.
<b><i>Caring</i></b>	<b><i>Creating an Affirmative Environment</i></b>	
1. Support members: volunteer to help them if they need it, be flexible and provide emotional support.	1. Reinforce that the team can meet a challenge. Be optimistic. For example, say things like, "We can't get through this" or "Nothing will stop us."	
2. Validate members' contributions. Let members know they are valued.	2. Focus on what you can control.	
3. Protect members from attack.	3. Remind members of the group's important and positive mission.	
4. Respect individuality and differences in perspectives. Listen.	4. Remind the group how it solved a similar problem before.	
5. Never be derogatory or demeaning.	5. Focus on problem solving, not blaming.	
	<b><i>Solving Problems Proactively</i></b>	
	1. Anticipate problems and address them before they happen.	
	2. Take the initiative to understand and get what you need to be effective.	
	3. Do it yourself if others aren't responding. Rely on yourself, not others	



In summary, Druskat and Wolff (2001), found that emotionally competent teams have the emotional capacity to face potentially difficult information and actively seek opinions on their task processes, progress, and performance from the outside. Their research has found that effective teams establish norms for individual, group and cross-boundary self-awareness and regulation of emotional states, strengths and weaknesses, modes of interaction, and task processes, which is a critical part of group emotional intelligence that facilitates trust, group identity and group efficacy and can be gained through self-evaluation and by soliciting feedback from others.

#### **2.4.5. Evaluating and Integrating the Frameworks with the View to Identifying Key Characteristics of Team Effectiveness.**

Team effectiveness is determined by a combination of factors that need to fit together and constantly adapt to each other. The success of teams in accomplishing their goals is related not only to input factors, team member talents and the effectiveness of their resources, but is also dependent on the interaction within the team, which includes the members' behaviour, cognition and affection (Druskat & Wolff, 2001; Furnham, 2005; Meredith-Ross, Jones, & Adams, 2008; Rousseau, Aube, & Savoie, October 2006; Sheng & Tian, 2010). High performance teams (teams that are great, not just good) achieve superior levels of participation, co-operation and collaboration because their members trust one another, share a strong sense of group identity and have confidence in their effectiveness as a team (Druskat & Wolff, 2001; Meredith-Ross, Jones, & Adams, 2008; Ross, 2006; Rousseau, Aube, & Savoie, October 2006). Against this backdrop, the common emerging themes of team effectiveness are discussed.

##### **2.4.5.1. The role of trust**

Trust is defined as an emergent state comprising team members' intentions to accept vulnerability based on positive expectations of the intentions or behaviours of the members of their team. As an emergent state, trust has both dispositional (i.e. the propensity to trust) and situational dimensions derived from the perceived trustworthiness of members of the team (i.e. cognitive and affective trust dimensions). This definition implies that team members make decisions about their willingness to be vulnerable toward other members based on their assessment of the perceived risks involved, and the alternatives to reduce those risks, and the possibility that losses may occur" (Kiffin-Petersen, 2004, p.39). Team member relationships characterised by mutual trust foster collaboration, reduce conflict and increase commitment to the team. When mutual trust is present, it enables team members to interpret each other's behaviour and provide a sense of psychological safety to emerge, which provides an

environment that is safe and accepting of questions, thereby helping to ensure the existence of clear communication and encouraged creativity and ability to deal with risk (Barnett & McCormick, 2012; Druskat & Wolff, 2001; Meredith-Ross, Jones, & Adams, 2008). Additional supporting factors that encourage the ability to deal with risk have been found to be the presence of interesting and stimulating work, cross-functional cooperation and support, a clear project plan and support (Meredith-Ross, Jones, & Adams, 2008).

Mature and clear communication has emerged as a critical factor in building trust (Druskat & Wolff, 2001; Furnham, 2005; Harvard Update, 2008; Meredith-Ross, Jones, & Adams, 2008 and Rousseau, Aube, & Savoie, October 2006). Personal or interpersonal issues, such as personal difficulties experienced by team members and conflicts amongst team members can endanger the maintenance of the team. Moreover, they found that these difficulties may prevent team members from fully contributing to task accomplishment or from effectively regulating team performance (Rousseau, Aube, Savoie, & October 2006). When team members have the ability to articulate ideas clearly and concisely, listen constructively and provide and receive constructive feedback, thereby facilitating solutions to problems, increasing the cohesiveness among team members, exploring alternative positions, increasing involvement of everyone affected by the conflict and enhancing the decision-making process, they are more successful in managing conflict and dealing with difficulties which can emerge throughout the team's existence (Meredith-Ross, Jones, & Adams, 2008; Rousseau, Aube, & Savoie, 2006).

Consciously creating a culture with the following factors and norms in place can help further facilitate developing a climate of willingness to trust each other and their comfort with other team members (Furnham, 2005; Meredith-Ross, Jones, & Adams, 2008; (Rousseau, Aube, & Savoie, October 2006):

- a) Encouraging team members to listen to one another and encouraging and accepting questions so that team members are not afraid of appearing foolish when putting forth a creative thought, even if it seems fairly extreme.
- b) People in the team are free in expressing their feelings, as well as their ideas, both on the problem and on the group's operation. There is openness to the discussions and peoples' position on them.
- c) Encouraging constructive disagreement, so that disagreements are not suppressed or overridden by premature group action, but rather that the team is comfortable with it and

shows no signs of having to avoid conflict or to keep everything on the plane of sweetness and light.

d) Criticism is frequent, frank and relatively comfortable where the criticism has a constructive flavour, in that it is oriented towards removing an obstacle that faces the group and prevents it from getting the job done.

e) Direction and leadership, a clear plan, job skills and expertise, cross-functional cooperation and support are also encouraged in the way of doing business in the team.

Trust is a key theme in team effectiveness as it creates a safe environment that leads to the expression of feelings, goal formation, increases a team's capacity for learning, determines group members' ability to locate necessary information in order to make high-quality decisions, and eventually the development of an internal locus of control mechanism within the group, which includes how the group will organise its activities and interaction in order to achieve its goal (Kiffin-Petersen, 2004).

#### **2.4.5.2. The role of group identity**

Group identity determines the degree to which team members are attracted to, and motivated to stay with the team and how resistant the team is to disrupting influences (Barnett & McCormick, 2012). For teams to be effective they need to have a collective, cohesive orientation, to be clear and aligned in their purpose, their goals, their individual roles and group support in delivering these individual goals, to help focus and coordinate their efforts, and to foster a feeling among members that they belong to a unique and worthwhile group (Barnett & McCormick, 2012; Druskat & Wolff, 2001; Furnham, 2005; Harvard Management Update, 2008; Meredith-Ross, Jones, & Adams, 2008; Rousseau, Aube, & Savoie, October 2006).

Leadership and the team need to ensure that there is a clear and common purpose, which is seen to be the main objective of the team and represents a successful completion of the team's goals. These goals need to be clearly defined goals and have a direct relationship to the team's main objective, quantifiable and commonly agreed-upon as the tasks to be accomplished by the team to maintain their focus on and deliver the team's objective, and need to be supported by very clear role clarity among team members. Role clarity, which refers to the common understanding of each individual's expected role, to ensure that each team member's expectations of the role they play in the team is clear, thereby mitigating the risk of task duplication or role ambiguity.

Consciously creating a culture with the following factors and norms in place can help further facilitate developing a strong group identity (Furnham, 2005; Harvard Management Update 2008, Meredith-Ross, Jones, & Adams, 2008; Rousseau, Aube, & Savoie, October 2006):

- a) A clear, unanimously agreed upon reason for being in the team.
- b) A clear guide for team members with respect to the accomplishment of their tasks by analysing, planning and agreeing on activities. The amount of planning required to arrive at a suitable strategy is related to the number of factors that may influence team performance, such as situational and time constraints, team resources, member expertise and the changing nature of the environment.
- c) Ensuring that the objective and goals of the team are spelled out unambiguously by management and clearly understood and accepted by the team members and that team members are committed to it.
- d) Encourage decision-making authority over how to reach goals by a kind of consensus in which it is clear that everyone is in general agreement and willing to go along.
- e) Encourage an open-culture, where the atmosphere is informal, comfortable and relaxed, where members are involved and engaged, with easy access to team-specific information and to senior leaders.
- f) Clearly defined management of team operations to contribute to goal attainment.

For teams to be effective, particularly in uncertain, dynamic, ambiguous environments, team members need to identify with the team so that they can become a problem-solving organism that is larger than the sum of its parts. Group identity helps develop strong team member allegiance that is seen in the self-renewing collaborative efforts made by individuals who feel they belong and who feel appreciated for their contributions (Barnett & McCormick, 2012; Hughes & Bradford Terrell, 2007).

#### **2.4.5.3. The role of group efficacy**

A sense of group efficacy is the belief that the team can perform well and that group members are more effective working together than apart (Druskat & Wolff, 2001). This collective efficacy of a team is a shared belief in its collective capabilities to organise and execute chosen courses of action required to produce given levels of attainment, which is influenced by events and experiences similar to self-efficacy, where mastery of experiences of the team are the most powerful source (Barnett & McCormick, 2012).

When there is an accountable-interdependence, where there is an understanding of the mutual dependence of all team members in terms of their communal responsibility for the quality and quantity of the work, there is support to work more consciously in managing the effectiveness of the team as a team (Meredith-Ross, Jones, & Adams, 2008).

Shared cognitions and mental models allow individuals to describe, explain and predict events in their environments, interaction and tasks in the same way and can help manage the timing and sequencing of interdependent team actions (Barnett & McCormick, 2012). These help in describing the roles and responsibilities of team members, patterns of team interaction, exchange of information and interdependence of roles and sources of information and can manage the coordination and monitoring of the performance of their goals and objectives more proactively. Once individuals in the team know the activities required of them to reach the task goals, they are ready to go through the execution phase, which consists of putting into action what has been planned and agreed upon with the right levels of coordination, cooperation and information exchange (Rousseau, Aube, & Savoie, October 2006).

As team members make progress toward task completion, the monitoring of their performance and their environment enables them to make sure that they are doing the right thing. Team members observe the actions of other team members and identifies when to provide assistance to team members to perform tasks or to provide support to maintain or improve team performance (Barnett & McCormick, 2012; Rousseau, Aube, & Savoie, October 2006).

Consciously creating a culture with the following factors and norms in place can help further facilitate developing a strong sense of group efficacy (Furnham, 2005; Barnett & McCormick, 2012; Harvard Management Update, 2008; Meredith-Ross, Jones, & Adams, 2008; Rousseau, Aube, & Savoie, 2006):

- a) A team that is self-conscious about its own operations and frequently stops to examine how well it is doing or what may be interfering with its operation. The problem may be a matter or procedure, or it may be an individual whose behaviour is interfering with the accomplishment of the group's objectives. Whatever it is, it facilitates open collaborative discussion until a solution is found.
- b) Intra-team coaching that might include motivational, education and skills training and consultative coaching to support team effectiveness
- c) Ongoing training in communication, group leadership and other team skills

- d) Clear metrics in place allowing team members to assess their performance – and showing the connection between the team’s work and key business indicators
- e) Team-based rewards and evaluation, not individual incentives.
- f) Different members, because of their knowledge or experience, are in a position at various times to act as “resources” for the group. The team members utilise them in this fashion and they occupy leadership roles while they are thus being used. There is little evidence of a struggle for power as the issue is not who controls, but how to get the job done.
- g) Participative discussions pertinent to the task of the group with assertive peer management in place to bring conversations back on track when they digress.

#### **2.4.5.4. The role of team member styles and characteristics**

Healthy internal dynamics of teams, specifically relating to conflict resolution behaviours, collaboration, and communication behaviours, are seen as essential for the effectiveness in teams (Sarin & Colarelli O'Connor, 2009). Team member personality, styles and characteristics represent the cognitive and social styles of the members of the team and are assumed to determine each team member’s level of productivity, manner of behaviour and attitude toward the team and are, therefore, seen as the sum of performance, behaviour and attitude in impacting on team effectiveness (Driskell, Goodwin, Salas, & O’Shea, 2006; Meredith-Ross, Jones, & Adams, 2008; Peterson, Brent, Brent-Smith, Martorana, & Owens, 2003; Sarin & Colarelli O'Connor, 2009). Member social styles refer to each member’s particular style or set of characteristics. It was found that an individual’s assertiveness and responsiveness is the basis of how team members describe and perceive each other (Meredith-Ross, Jones, & Adams, 2008).

In the Harvard Management Update (2008), Hackman states that on the face of it, the conditions that foster team effectiveness are simple and seemingly straight forward to put in place. Yet what is required for success can be a wrenching organisational change, threatening the turf and interests of powerful people inside the company. Setting up the conditions that make for successful teams is more a revolutionary than an evolutionary undertaking.

## 2.5 THE IMPORTANCE OF PEER INTERACTION IN TEAMS

There are a number of key characteristics that have been identified in team effectiveness. Given the collective nature of teams, it is evident that team members need to interact, align and coordinate themselves and share resources, thereby working together interdependently, to accomplish the job they're tasked to do effectively. Therefore, the need to further explore the role of effective peer interaction becomes a salient topic. Michelman (2004), found that a compelling vision, based on clear goals and expectations is only as effective as the communication strategy put in place to support it. Effective communication is more than simply the currency of interpersonal commitment, as, in order to exploit opportunities that arise, team members must communicate constantly so that they understand direction changes, updates and key issues as they evolve, and so it is essential in the process of building value. When there is understanding, trust and support, it allows for healthy conflict between individual team members. Healthy conflict enables teams to bring all team knowledge and opinions to the surface, which leads to better decisions (Michelman, 2004).

In reviewing the key characteristics of team effectiveness, what is emerging from the literature review is that high performance teams achieve superior levels of participation, co-operation and collaboration because their members trust one another, share a strong sense of group identity and have confidence in their effectiveness as a team (Ross, 2006). Team member relationships characterised by mutual trust enables team members to interpret each other's behaviour, anticipate the needs of one another, foster collaboration, reduce conflict and increase commitment to the team (Barnett & McCormick, 2012; Michelman, 2004). When teams share a strong sense of group identity, they have clarity on how participants in a team are required to interact and support one another which encourages trust and support, which in turn is crucial for the flow of ideas and information (Michelman, 2004; Ross, 2006). In other words, interpersonal understanding and cohesion is critical to build trust.

The root cause of the majority of team failures is poor team dynamics, which are manifested in individual team member behaviour (Meredith-Ross, Jones, & Adams, 2008). Meredith-Ross et al. (2008) found that unresolved tensions will impact on the effectiveness of the team, where products could have been created better or faster and energy could have been saved and redirected into more positive endeavours, rather than used in focusing and dealing with poor behaviour. Although Meredith-Ross et al. (2008), found that team cohesiveness has been shown to have a heightened influence on team effectiveness more in uncertain environments than in



stable environments, it is clear that teams operating in today's dynamic, ever-changing and increasingly complex world of work need to be focused on building cohesion to support their organisations through the uncertainty that the world of work presents at times. It is, therefore, imperative that teams focus their efforts on their peer interaction, which manifests as team dynamics, in working well together to ensure that they perform effectively.

### **2.5.1. The Role of Group Emotional Intelligence in Effective Peer Interaction in Teams**

Emotional intelligence is emerging as critical in effective peer interaction in developing trust, group identity and group efficacy. Research studies have found that underlying the development of trust, group identity and group efficacy is group emotional intelligence (Druskat & Wolff, 2001). A team, like any social group, is governed by shared attitudinal behavioural norms, which, though sometimes unspoken, are understood within the group. Teams that enjoy high levels of group emotional intelligence have established norms that strengthen trust, group identity and group efficacy. As a result, their members co-operate more fully with one another and collaborate more creatively in furthering the team's work (Druskat & Wolff, 2001).

Developing organisational and team emotional intelligence is also important in providing stability in today's workplace with the rapid turnover in personnel. The collective team intelligence plays a stabilising role. When teams operate with a high level of emotional intelligence, it limits the fall-out between colleagues when there are key personnel changes of individuals who have a high emotional intelligence (Gantt & Agazarian, 2004). Emotional intelligence can lead to enhanced functioning in a variety of aspects of life such as achievement, close relationships, leadership effectiveness and team dynamics (Druskat & Wolff, 2001; George, 2000). Emotional intelligence essentially describes the ability to effectively join emotions and reasoning, using emotions to facilitate reasoning and reasoning intelligently about emotions (Mayer & Salovey, cited in George, 2000). Research conducted by Druskat and Wolff (2001) and Goleman and George (2000) found that there are at least four major aspects of emotional intelligence:

- a) the appraisal and expression of emotion, which pertains to both the self and others. Accurately appraising emotions facilitates the use of emotional input in forming judgements and making decisions. The accurate expression of emotion ensures that people are able to effectively communicate with others to meet their needs and accomplish their goals or objectives. Appraising and expressing the emotions of others is the ability to accurately determine the emotions other people are experiencing and the



ability to accurately convey or communicate these feelings - this is defined as empathy. Much of the appraisal of emotion in others comes from non-verbal cues.

b) the use of emotion to enhance cognitive processes and decision-making. Emotions can be useful in terms of directing attention to pressing concerns and signalling what should be the focus of attention, as well as being used in choosing among options and making decisions. Emotions can also be used to facilitate certain kinds of cognitive processes, such as where positive moods facilitate creativity, integrative thinking and inductive reasoning and negative moods possibly facilitate attention to detail, detection of errors and problems, and careful information processing. Shifts in emotion can also lead to more flexible planning, the generation of multiple alternatives, and a broadened perspective on problems.

c) knowledge about emotions, which is concerned with understanding both the determinants and consequences of moods and emotions, and how they evolve and change over time. People differ in their awareness and understanding of how different situations, events, people and other stimuli generate emotions and how the consequences of moods and emotions vary across individuals.

d) management of emotions and moods of self and others, which relies on knowledge and consideration of the determinants, appropriateness, and malleability of moods and emotions. This regulation entails a reflective process, which has been referred to as the meta-regulation of mood.

These four aspects of emotional intelligence are essential for the active and purposeful integration of feelings and thoughts for effective functioning. Druskat and Wolff (2001) provided a brief overview of these key elements as captured in Table 2.4.

To be most effective, teams need to create emotionally intelligent norms – attitudes and behaviours, that eventually become habits, – that support behaviours involved in building trust, group identity and group efficacy, to ensure complete engagement in tasks (Druskat & Wolff, 2001). Druskat and Wolff (2001), proposed that group norms support the awareness and regulation of emotion in groups and viewed the regulation of emotion in groups as the essence of group emotional intelligence. In their formulation, group emotional intelligence relates to how groups manage individual emotions, how groups regulate group emotions and how groups interact with others outside group boundaries (Gantt & Agazarian, 2004).

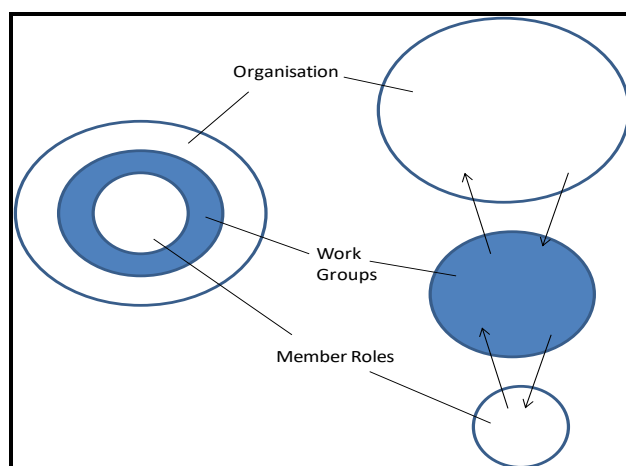
**Table 2.4*****Aspects of Emotional Intelligence***

<b>Appraisal and expression of emotions</b>	<b>Use of emotions to enhance cognitive processes and decision making</b>	<b>Knowledge about emotions</b>	<b>Management of emotions</b>
Aware of own emotions	Emotions direct attention and signal focus of attention	Knowing the causes of emotions	Meta-regulation of mood (reflection on the causes, appropriateness, and changeability of emotions)
Can accurately express own emotions	Emotions facilitate making choices	Knowing the consequences of emotions	
Aware of others' emotions	Use of specific emotions to enhance certain kinds of cognitive processes	Knowing how emotions progress over time	Positive mood maintenance
Can accurately express others' emotions Empathy	Use of shifts in emotions to promote flexibility		Negative mood repair or improvement
			Management of others' emotions

However, team emotional intelligence is more complicated than individual emotional intelligence, because teams interact at more levels (Druskat & Wolff, 2001). So in building on this, Gantt and Agazarian (2004) introduced a systems-centred model for emotional intelligence that makes it possible to consider not only the emotional intelligence of individuals, but the emotional intelligence of work groups and organisations themselves. They found that from a systems-centred perspective, individuals contribute energy that is necessary for organisational emotional intelligence. Yet equally important, emotional intelligence in organisations is a dynamic output of the function and structure and energy of the organisational system itself, rather than the property of individuals. This conceptualisation extends the focus in the field of emotional intelligence from individuals, with a selection and personnel development emphasis, to building work groups and organisations that function with greater emotional intelligence (Gantt & Agazarian, 2004).

Gantt and Agazarian (2004), used the theory of living human systems to formulate an operational definition of emotional intelligence to move it away from being a property of an individual to a definition of emotional intelligence in terms of living human systems, which then makes it possible to consider and assess emotional intelligence of any living human system, at any system level. The theory of living human systems postulates a hierarchy of isomorphic systems that are energy-organising, self-correcting and goal-directed (Gantt & Agazarian, 2004). When considering the term hierarchy in terms of the systems-centred theory, it is not used as a reference to organisational hierarchy by definition. Systems-centred theory uses it as a

theoretical construct defined as: Every system in a specified hierarchy exists in the context of the system above it and in the context of the system below it (Gantt & Agazarian, 2004). For example, for the purposes of this study, in an organisation, departments exist within the context of the organisation and are the context of work teams as seen in Figure 2.6.



**Figure 2.6: An Organisation's Systems Hierarchy Illustrated from Two Perspectives.**

Adapted from "Systems-centered emotional intelligence: beyond individual systems to organisational systems," by S.P. Gantt and Y.M. Agazarian, 2004, *Journal of Organisational Analysis*, 12 (2), p.151.

Mapping an organisation in terms of its system hierarchy provides a schema for looking at the isomorphy between all systems in a defined hierarchy. Isomorphy is defined as similarity in structure and function. Whatever one knows about the structure and function of one system in a hierarchy provides information about the structure and function of the other systems in the hierarchy (Gantt & Agazarian, 2004).

In their study, Gantt and Agazarian (2004), found:

- 1) That there is an inverse relationship between contextualising and personalising. Contextualising is where the team and its' members are trained to shift perspectives and to view the system from different hierarchical levels, such as an individual perspective, a departmental perspective and an organisational perspective, which helps the team in learning how perceptions change as the context changes. Personalising, on the other hand, is where the only perspective available is one's own. The greater the proportion of contextualising in an organisation, the greater the emotional intelligence in the organisation. They found that contextualising provides an important alternative systems-

centred perspective in contrast to personalising. Each context in a hierarchy has different goals and contributes different perspectives and being able to change perspectives is critically important, given that today's workplace is changing rapidly and requires employees to change roles and contexts frequently. In addition, they found that being able to recognise the impact of context and concomitant goals of the context increases the likelihood of successful communication across subsystems. In short, learning to see other contexts introduces additional and significant resources to the decision-making process and shifts the team from just being team-centred to systems-centred, so that decisions can be made or implemented with a broader perspective and the team then sees themselves as part of a larger context. This then reduces the risk of "group think" (Furnham, 2005) and group pressure that results in distortions, misperceptions or compliance at the expense of reality.

2) Organisational emotional intelligence is different from the sum of the individual emotional intelligences. Gantt and Agazarian (2004), found organisational emotional intelligence to be an emergent system phenomenon that relates to the interaction of the whole and which is never predictable from the sum of the each of the individuals' emotional intelligence. Emergence refers to a phenomenon that, instead of being predictable from summing its components, arises from interactions. The individuals may behave differently when apart than when together. As Senge (1990) pointed out, there is often a team IQ of 63, even when the team is composed of individuals with IQ's of 120. The systems-centred approach focuses on the isomorphic transfer within and through all system levels, which includes identifying the structures that influence information transfer.

3) Organisational emotional intelligence is influenced (limited or potentiated) by how change information is transferred across the boundaries between the different system levels within an organisation, and within each subsystem, and between the organisation and its environment. Gantt and Agazarian (2004) found that boundaries structure what is inside a system or subsystem and what is outside at each system level - they clarify what teams do and do not do and then delineate roles and structure for the team. When boundaries are functional, they support the organisation's goals and they facilitate work, as it's easier for a team to work when it is clear what role is responsible for what function. Boundaries are defined in the systems-centred theory as being permeable to

information/energy. Gantt and Agazarian defined communication as information transfer and therefore boundary permeability influences the communication and information that is then available for work. The flow of information in an organisation and more, particularly, the openness to differences, has tremendous impact on whether or not the system operates more like a closed system with little or no innovation, or an open system with ongoing development. Systems in which change is introduced at a faster rate than it can be integrated, have a much lower potential for organisational emotional intelligence as do those systems where deviations and difference from group norms are excluded. How differences and conflicts are managed influences the team climate. When differences are voiced as information, rather than as complaints, the data and energy contained in the frustrations or differences can enter the system in a way that it can be used rather than kept out, allowing the team to focus its energies on work goals. It is therefore important for a team to ensure that their roles are clear and to keep their boundaries permeable to exchange information including deviations and difference from their group norm. Organisational emotional intelligence is influenced by developing norms for appropriate boundary permeability within each system level and between each system level. Thus, the cognitive and emotional information relevant for the work is available to the system at all levels.

4) Reducing noisy communication (which influences appropriate boundary permeability and affects the probability of the information being transferred) increases the potential for emotional intelligence in organisational functioning. Or, to the extent that noise in the communication process is reduced, emotional intelligence will be increased. Gantt and Agazarian (2004), found that noisy communications contains ambiguity, contradiction and redundancy and are entropic, meaning that information is lost in a transmitted message, thereby reducing the emotional intelligence of a team in an organisation. They found that ambiguity in organisations is characterised by speculations, ruminations and vague communications, expressed as “maybes”, “perhaps”, or “we could”. Contradictions in organisations are predominantly “yes, but” communications and redundant communications say the same thing, albeit in different ways over and over again. They found that noisy communications begets further noise, as those who are now worried will speculate further and gossip with others. The communication environment then gets increasingly noisy and emotional intelligence and common sense is significantly impaired as little information can get collected and verified in a noisy

communication climate and it also creates frustration in all living human systems. Whereas noisy communication interferes with work and reduces the emotional intelligence potential of an organisation, in a climate where communications are congruent and clear and ambiguity, contradiction and redundancy is low, emotional intelligence is enhanced and information is carried that can be used for work. It is, therefore important to reduce noisy communications and increase clear communications, making it more likely that common sense and emotional intelligence are available for work.

5) An organisations' emotional intelligence correlates with its capacity for discriminating and integrating differences. The challenge of managing differences in an organisation so that the differences can be used as resources, rather than as a point of contention, is critical and central to the emotional intelligence of an organisation. When differences are not discriminated and integrated, not only is information on the differences that is a potential resource to the organisation lost, but the working climate often becomes contentious and focused on preserving the status quo at the expense of inhibiting innovation and creativity. In a "noisy" team, very little information/energy is available for actual work. Instead, conflicts are either avoided or serve as ammunition for repetitive political contentions, rather than potential resources for work.

6) Using functional sub-grouping in work groups increases emotional intelligence in decision-making, reduces personalising and increases organisational learning. Functional sub-grouping is elucidated more fully by complexity theory. Complexity theory has introduced the idea of near or far-from-equilibrium as descriptors of a "systems function". To the extent that a system functions near-to-equilibrium, it approaches the conditions of entropy and a closed system. To the extent a system is functioning far-from-equilibrium, it approaches conditions of chaos. Functional sub-groupings create what we would call a "mid-from-equilibrium" condition which creates enough stability for system containment, whilst simultaneously introducing the conditions for system change through discriminating and integrating differences. Functional sub-grouping changes stereotyped communication patterns where differences are washed over by group enthusiasm or group pressure. Instead, all members who have information around one aspect of an issue are encouraged to talk together in a subgroup. In addition, all members who have differing perspectives on the issue are required to wait until the first

subgroup has finished gathering all its data. Only then is the other subgroup encouraged to discuss its perspective on the data relevant to the team agenda. This interrupts the tendency to contend with or covert the differences. Functional sub-grouping then enables communication to be valued for the information they contain relevant to the work, rather than differences being skipped, ignored or only valued in terms of the status of the person who is communicating. A familiar signal of conflict in meetings is the high use of “yes, but...” in the communication pattern. The “yes” is a token join, the “but” is a different or contradictory opinion that does not in fact address the ideas of the person who has just talked. Functional sub-groupings encourages the exploration of the “yes” subgroup, and the “but” ideas in another subgroup, the two subgroups working sequentially, or alternately, until all the information from both sides is available to the meeting as a resource. Thus, exploring differences by using functional sub-grouping pre-empt the redundant communication patterns that maintain the status quo or the redundant or stereotype communications which inhibit new learning. It organises information in a way that increases the potential for integrating cognitive and emotional information and understandings contained in the differences in decision-making. It was shown to lead to greater efficiency in problem solving as well as a more positive climate in teams.

Functional sub-grouping may also facilitate double-loop learning in which errors are corrected by first examining and altering the governing variables, and then the action versus single loop learning, which merely corrects the error without questioning or altering the underlying values of the system. To the extent that conflicts are managed without integrating the differences in the conflict (by avoiding them or arguing against them), system resources are split off and the status quo is more likely to be maintained and problems solved by single loop learning. Systems-centred theory would characterise single-loop learning as promoting survival and development, while double-loop learning potentiates development and transformation. A team with high emotional intelligence would evidence both.

By legitimising differences as a system resource, functional sub groupings also develop an organisation’s capacity for seeing the larger context. Using this larger perspective as part of decision-making and problem-solving, enhances the emotional intelligence potential.

In summary Gantt and Agazarian (2004), found that in the systems-centred theory approach to emotional intelligence in teams, is:

- 1) The ability of discriminating and integrating the two kinds of information (cognitive and emotional), in the service of the goal or the context of the situation as it increases emotional intelligence and counters the tendency to rationalise dissonant information at the expense of reality, a common organisational defence.
- 2) A team's ability to shift between contexts within the team and increase boundary permeability between system levels, from individual to team, to organisational, as it increases the information available in the team for work.
- 3) A team's potential for emotional intelligence is enhanced to the extent that the degree to which the boundaries are permeable to the flow of information influences the information that fuels the team's work.

Gantt and Agazarian (2004), found that using the systems-centred paradigm helped in translating Golemans' (1996) work to a team and organisational level. Assessing the team and organisational potential in relationship to the team and organisation's ability to "assimilate emotion in thought, reasoning in emotion, regulating emotion in self and others" can be done by assessing the team and organisation's functioning in three dimensions:

- a) the extent to which a system's boundaries within each system level and between system levels are appropriately permeable to both cognitive and emotional information.
- b) the degree to which the team is functioning to discriminate and integrate both cognitive and emotional information, and
- c) the degree to which both the cognitive and emotional information is used in the service of the team's goals at each system level.

These conditions maximise the likelihood of the organisation functioning with high emotional intelligence.

This systems-centred formulation of emotional intelligence can be used for assessing emotional intelligence in organisations and formulating interventions in increasing, not only the effectiveness of teams, but also the success of teams. Interventions should be targeted at the specific dimension of team functioning or structure that is impairing emotional intelligence potential, rather than hiring personnel to increase emotional intelligence.



For example:

The extent to which teams are low on contextualising and high on personalising; has boundaries that are overly permeable or impermeable, either within teams or between teams; has communications that have more noise than information; or manages differences by targeting, or extruding or encapsulating them – then it is highly unlikely that either the team or the individuals in it will be able to use their emotional intelligence.

When a team is low on contextualising and high on personalising; the team will have high emotionality but very little emotional intelligence. Personalisation generates emotions, often painful ones, and reactivity that interferes with seeing things in context and impairs common sense. Blaming the other team or department is a common indicator of personalising and a lack of a systems-centered focus. When boundaries are overly permeable the team will have difficulty clarifying its roles and its boundaries will often be obscured. This lowers the potential for team emotional intelligence, as a lack of role clarity weakens goal orientation and makes it less likely that a team will work effectively or succeed in its goals. This is particularly difficult in organisations or teams where personnel changes occur and is even further exacerbated when the individuals with high emotional intelligence leave the organisation. Boundaries that are impermeable or inappropriately permeable reduce the information/energy available for work. When boundaries are closed to emotional knowledge, decisions are often devoid of common sense or difficult to implement as little emotional energy is connected to the decision. When boundaries are inappropriately permeable to emotional information, interpersonal difficulties may increase and compete with work-related interactions. When boundaries are closed to cognitive information, data decisions will be made without a reality orientation that is inevitably costly to the team and organisation. Any of these dysfunctions in boundary permeability correlates with low team emotional intelligence. When communications are noisy, the climate for work will be difficult and personalising will increase at the expense of contextualising. When differences are targeted or extruded or encapsulated, not only are the resources in the differences lost to the team, but the climate will be negatively impacted so that fewer and fewer innovations are introduced and less and less organisational emotional intelligence evidenced. From a systems perspective, these difficulties will be true notwithstanding the individuals who have been specifically hired for high emotional intelligence; how a person functions depends less on their emotional intelligence potential than it does on the norms of the organisation or team.

Characteristics studied and seen to be exhibited during effective collaboration are a balance of participation, leadership, understanding and encouragement (Soller, Lesgold, Linton, & Goodman, 1999). Soller, Lesgold, Linton, and Goodman, (1999), categorised the characteristics seen during effective collaboration into:

- Participation: where a team's learning potential is maximised when all the group members actively participate in the group's discussions, as building involvement in the group's discussions increases the amount of information available to the group, enhancing both group decision-making and the quality of thought during the decision-making process. Encouraging active participation also increases the likelihood that all group members learn and grow in the subject matter, not just a few.
- Social grounding: these skills help teams in establishing and maintaining a shared understanding of meanings. Here, team members take turns questioning, clarifying and rewording their team member's comments, to build on and ensure their own understanding of the team's interpretation of the problem and contribute to the proposed solutions.
- Active learning conversation skills: to increase the quality of communication in group discussions to learn and contribute collaboratively. This means knowing when and how to question, inform and motivate one's team mates and knowing how to mediate and facilitate conversation and knowing how to deal with conflicting opinions.
- Performance analysis and group processing: This exists when teams discuss their progress, and decide what behaviours to continue or change and can be facilitated by providing team members with the opportunity to individually and collectively assess their performance.
- Promotive interaction and interdependence: which occurs when the members of the team perceive that their goals are positively correlated, such that an individual can only attain his/her goal if his/her team members also attain their goals. In promotive interaction, they verbally promote each other's understanding through support, help and encouragement. Webb (cited in Soller, Lesgold, Linton, & Goodman, 1999) outlined five criteria for ensuring that students provide effective help to their peers in a collaborative environment: 1) help is timely; 2) help is relevant to the team member's need; 3) the correct amount of elaboration or detail is given; 4) the help is understood by the team member; and 5) the team member has an opportunity to apply the help in solving the problem and uses it.

When a climate of trust is created and there is the sense that individuals in the team are better together than they are apart, then it leads to a greater effectiveness (Ross, 2006). Sheng and Tian (2010) found that with regard to interpersonal relationships and group interactions in the workplace, trust is regarded as a very important factor, as the members' interactions would influence their trust in others. They also found that trust can be divided into:

- affective based trust, which is characterised by a high degree of citizenship and frequent social interactions, where two parties care about one another, exchange information and are even willing to share more sensitive personal information or thoughts; and
- cognitive based trust, which depends on different goals and situations. When a person perceives that the past role performance of another person is reliable and that this individual meets professional qualifications, these two people will trust each other. Effective teamwork behaviour such as, coordination, cooperation and information sharing, enhances the trust among team members (Sheng & Tian, 2010). However, they found that interpersonal trust must be accumulated over the long-term, and it cannot be constructed by compulsion. Thus, in a team, coordination and cooperation among individuals would allow members to become familiar and sociable with each other. In addition, in order to accomplish the goal of a team, in the process of cooperation, individuals will be attempting to be compatible with others in order to construct positive interpersonal relationships (Sheng & Tian, 2010). Interpersonal understanding and appreciating one another's skill and personality is critical to trust, which in turn, is critical to the flow of ideas and information (Ross, 2006)

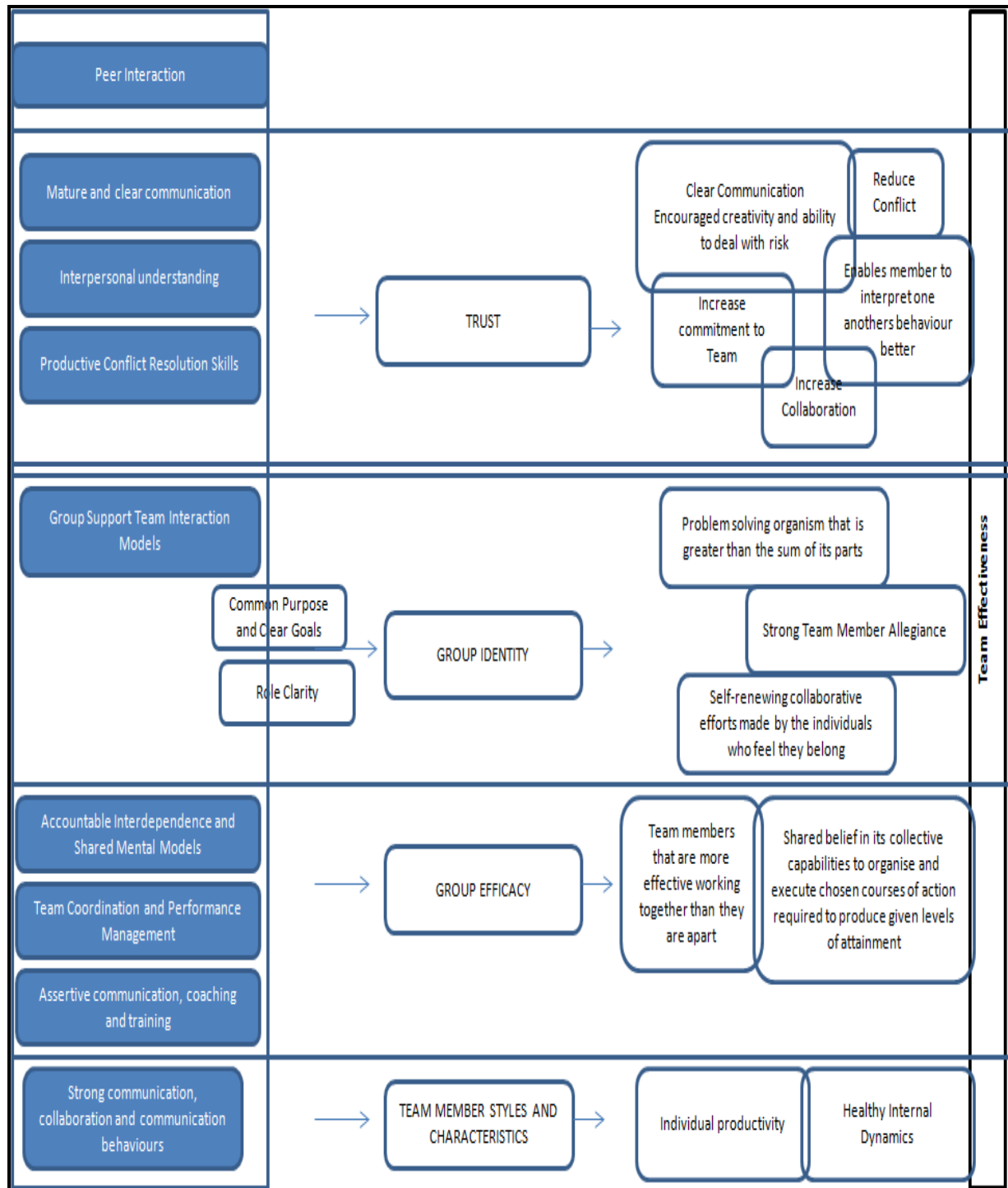
Perceived team support significantly influences teamwork behaviour and trust and it is upon the employee's perception of organisational and team support that they would establish a trust in the organisation and this would result in behaviours that benefit the organisation (Sheng & Tian, 2010). In other words, the level of support that members perceive could influence their future attitudes and behaviours within the team, including their team commitment. In a team, an individual cannot accomplish the assigned tasks only through his or her own efforts, thus, individuals' perception of support would lead to cooperation with colleagues and this further builds trust. In the process, an individual would not only establish fruitful interactions and good relationships with colleagues, but would also be valued by others. Team members who have their value recognised are more willing to invest greater efforts for the team through greater commitment to work and better attitudes and behaviours (such as staying in the team) (Sheng & Tian, 2010). Celebrating success and expressing positive emotions, such as gratitude for a job well done, or for going the extra mile, also builds the emotional intelligence of a team, as

recognising individual and group achievements strengthens a team's identity and spotlights its effectiveness and fuels its collective passion for excellence, as it builds a sense of solidarity, efficacy and identity as people want to belong to something that they think is effective (Ross, 2006).

The rapid changes in technology and work place conditions have accentuated the importance of organisational and team emotional intelligence. If we take seriously the premise that the whole is different from the sum of its parts, then we must take the challenge of expanding the emphasis in emotional intelligence on individual resources in the team to one that includes organisational and team group emotional intelligence. This shift requires us to learn to think systematically (Gantt & Agazarian, 2004).

### **2.5.2. Concluding Comments**

In summary, for teams to set themselves apart in their effectiveness and performance, they need to be able to participate, cooperate and collaborate with one another. At the foundation of the effectiveness of the level of participation, cooperation and collaboration in teams, is a team with a strong sense of trust that emerges from trust in one another, the sharing of a strong sense of group identity and confidence in their team, which in turn are most effective when teams have higher levels of emotional intelligence in their interactions. The researcher created a summary integrating the key characteristics of team effectiveness that were identified, and the role of peer interaction, as illustrated in Figure 2.7.



**Figure 2.7: Team Effectiveness and the Role of Peer Interaction**

## **CHAPTER 3**

### **RESEARCH METHODOLOGY AND UNFOLDING RESULTS**

#### **3.1. INTRODUCTORY COMMENTS**

In contrast to the normal style of first reporting the research methodology and thereafter the results, the unique nature of the process followed in this study necessitated presenting the procedural steps taken in accordance with Interactive Qualitative Analysis and the findings that emanated out of each successive step in the process. The procedural steps and the resultant findings are therefore viewed as interwoven.

#### **3.2. RESEARCH METHODOLOGY CHOSEN**

Qualitative research attempts to collect rich descriptive data in respect of a particular phenomenon or context with the intention of developing an understanding of what is being observed or studied. It, therefore, focuses on how individuals and groups view and understand the world and construct meaning out of their experiences (Maree, 2007). This research focuses on studying peer interaction among team members by interacting with natural team members in their working environment and focusing on the quality and depth of their meanings and interpretations. Given that qualitative research, as a research methodology, is concerned with understanding the process and social and cultural contexts which underlie various behavioural patterns and is mostly concerned with exploring the “why” questions of research (Maree, 2007), it is, therefore, the preferred choice of research approach.

#### **3.3. A CONCEPTUALISATION OF INTERACTIVE QUALITATIVE ANALYSIS**

Interactive Qualitative Analysis is a relatively new qualitative data gathering and analysis process that depends heavily on group process to capture a socially constructed view of the respondents’ reality (Northcutt & McCoy, 2004, p.299). “The researcher’s role then moves from designer to facilitator, teaching the group members the Interactive Qualitative Analysis Approach process and guiding them to generate and analyse their own data with minimal external influence (Northcutt & McCoy 2004, p.44).

According to Northcutt and McCoy, (2004), the ideological dimensions, which describe Interactive Qualitative Analysis include:

- Knowledge and power are power issues in research. The assertion that power influences knowledge could be relevant or irrelevant, important or unimportant. The conception of

constituencies (which refers to the group that is closest to the phenomenon under investigation) is a very important part of the research design phase. According to Northcutt and McCoy (2004), one of two criteria for selection of a constituency is the degree of power that the constituency has over the phenomenon being investigated. Power over the phenomenon is determined by the knowledge members of a constituency has relating to the phenomenon.

- Interactive Qualitative Analysis assumes that those who are closest to the phenomenon are those who have the most knowledge about it and knowledge in this context equals power.
- Interactive Qualitative Analysis presumes that the observer and the observed are interdependent. Interactive Qualitative Analysis is based on the assumption that the data collection and analysis cannot be separated from one another and should be regarded as interdependent.
- The object of Interactive Qualitative Analysis research is the phenomenon (reality in consciousness rather than reality itself). The use of group processes as a data-collection device presumes that the researcher can gain useful insights into a socially constructed reality, as reported by members of the group. Follow-up interviews are used to elaborate and contrast individual meanings with that of the group.
- Both deduction and induction are necessary in the investigation of meaning. Members of the constituency are first asked to induce categories of meaning, then a process follows in which they are asked to define and refine these, and then finally to investigate deductively the relationships of influence among the categories.
- Interactive Qualitative Analysis is pro-decontextualisation – decontextualised descriptions are useful and possible as long as they are “backed up by highly contextualised ones and as long as the process by which text was decontextualised is public, accessible and accountable” (Northcutt & McCoy, 2004, p.17).
- Interactive Qualitative Analysis is a theory of perception or the mental model (mind-map) of a group or individual with respect to a phenomenon, rather than imposed by previous findings or by researchers’ theorising.
- Interactive Qualitative Analysis contends that, although traditional concepts of validity and reliability are still useful, the operational definition of internal and external validity in Interactive Qualitative Analysis is: “Internal validity is the extent to which a System Influence Diagram (mind map) is consistent with the individual hypothesis comprising it, while external validity is the extent to which mind-maps constructed by independent

samples of the same constituency on the same phenomenon are similar” (Northcutt & McCoy, 2004, p.17)

The procedure followed in Interactive Qualitative Analysis normally entails the following steps:

- 1) A focus group consisting of the research participants will identify the affinities, or as Northcutt and McCoy (2004) describe it, “quilt pieces” of the system, which according to the research participants, represent the phenomenon as they experience it.
- 2) The focus group will then identify the relationships among each of the affinities (Northcutt & McCoy, 2004) and use a set of rules stemming from Interactive Qualitative Analysis theory to draw a mind map (SID) of how the group experiences their reality.
- 3) The affinities that are identified by the group will then be used to develop protocols for individual interviews, which are invaluable to further explore meanings of the affinities and their systemic relationships (Northcutt & McCoy, 2004).
- 4) The final report will allow for the researcher to describe the affinities and their relationships, to make comparisons among systems and individuals. And to make inferences (predictions) based on the properties of the system(s) (Northcutt & McCoy, 2004).
- 5) From the focus group responses, an interview protocol and script will be developed for administration to a larger group of leaders working in teams to gather further data.
- 6) Theoretical coding of the focus group and interview data will provide the foundation for the creation of a Systems Influence Diagram (SID), which is a visual representation of influences and outcomes (Northcutt & McCoy, 2004).

Systems have two components, elements and relationships among elements (Northcutt & McCoy, 2004). For the purposes of the qualitative approach, the elements will indicate categories of meaning and theoretical coding which refers to “ascertaining the perceived cause-and-effect relationships (influences) among all the affinities in a system” (Northcutt & McCoy, 2004, p.149).

The essential purpose of the study is description, not prediction. Requiring participants to judge the existence of a relationship between constructs is consistent with recent theories on human causal judgement (Human-Vogel, 2006). Thus, the main unit of analysis is the perceived relationship between constructs and the number of votes that a particular relationship attracts from the constituency being studied.



### **3.4. RATIONALE FOR THIS RESEARCH**

Over the years, research and the science of team performance has produced a wealth of knowledge on how to compose, manage, structure, measure and promote team performance (Salas, Cooke, & Rosen, 2008). Research has demonstrated that theoretically developed empirical models can predict team effectiveness quantitatively (Meredith Ross, Jones, & Adams, 2008; Salas, Cooke, & Rosen, 2008). So why is it, with so many years of research and attention dedicated to understanding the mechanics and functioning of teams and the knowledge that they are so vital to effectiveness and performance of businesses, so difficult to attain consistency in the success and performance of teams? Research conducted over the years has shown that it is not enough to put individuals together and expect that they will automatically know how to work in a team (Rousseau, Aube, & Savoie, October 2006). Perhaps, with the groundwork of the years of research now in place, the answer lies in better understanding, not only what needs to be done, but also, how ‘the what’ needs to be done. What emerges as important is that the real source of a team’s great success lies in the fundamental conditions that allow effective task processes to emerge – and that cause members to engage in them wholeheartedly (Druskat & Wolff, 2001).

### **3.5. REVISITING THE RESEARCH INITIATING QUESTION AND SUB-QUESTIONS**

The research initiating question that was formulated in Chapter 1 is: What makes peer interaction in leadership teams effective, as determined by members of leadership teams themselves?

The sub-questions identified for this study are:

- What are the conditions that make peer interaction in leadership teams effective?
- Of these conditions identified, which are deemed most important for effective peer interaction?
- Of these conditions identified as important for effective peer interaction, which are most critical in terms of the development of the effectiveness of leadership teams?

### **3.6. REVISITING THE RESEARCH GOAL AND OBJECTIVES**

The goal of this study is to explore and identify the generic commonalities in the experiences of leaders working in leadership teams in relation to the conditions that drive effective peer interaction in leadership teams. The researcher used qualitative analysis, specifically, Interactive Qualitative Analysis methodology, to establish the interconnectedness of the

experiences of leaders working in teams in relation to their perceptions of what drives effective peer interaction in leadership teams. Exploring the fundamental conditions that allow effective task processes to emerge and that cause members to engage in them wholeheartedly assist us in identifying the emerging themes seen to be the real source of a team's success.

### **3.7. RESEARCH PARTICIPANTS**

A constituency is defined as “groups of individuals who may certainly have varied opinions and experiences with the system under study but who more critically share a common perspective” when considering this in the context of Interactive Qualitative Analysis (Northcutt & McCoy, 2004, p.47). Constituencies are identified based on how close they are to the research problem, that is, those that have an interest in the research. In the selection of constituencies, two questions are asked, namely:

- 1) How close is the constituency to the problem?
- 2) How much power does this constituency have over the phenomenon?

The constituency for this study consists of leaders in leadership teams in the workplace. The leaders were selected from a single organisation to reduce the risk of variability in and the effect of organisational cultural differences. The principle of saturation was used to determine the number of interviews to hold in gathering input. Saturation was reached when we no longer obtained any new thematic input, that is, the last few interviews did not provide new insights (Marshall, Cardon, Poddar, & Fontenot, 2013). An initial random sample of twenty three individuals in leadership teams, who have been working in a leadership team of some sort for between six months and thirty five years volunteered to be a part of the research. The leaders in the sample study had the following years of experience in leadership roles: four leaders had less than two years; five leaders had between two and five years; 6 leaders had between seven and fifteen years; and eight leaders had between twenty and thirty five years. Fourteen participants volunteered to participate in the follow up interviews. Participants were debriefed on the research and signed an informed consent to participate in the research.

### **3.8. ROLE OF THE RESEARCHER**

The role of the researcher in Interactive Qualitative Analysis is that of facilitator. Northcutt and McCoy (2004), define the responsibilities of the researcher, irrespective of the paradigm to be followed, as threefold:

- To interpret;

- To ensure that the ground of interpretation provides as much epistemological traction as possible;
- To tread softly on that ground.

The first responsibility of the Interactive Qualitative Analysis Researcher was to create a process through which the group members were invited to produce the most “data” while minimising the influence of the process on the content. The researcher’s role then moved from designer to facilitator, teaching the group members the process and guiding them to generate and analyse their own data with minimal external influence.

### **3.9. ETHICS**

The researcher ensured that all measures have been taken to ensure that the obligation of respecting confidentiality of the information provided for research purposes is maintained. The researcher also ensured that the aims of the investigation were clearly communicated to and understood by the participants. The researcher was clear in informing the participants on what the research is about, the benefit of it, who will benefit from it and how they will benefit from it, as well as on what will happen with the findings of the research. The researcher reassured the participants that they would be protected from any physical and psychological harm. The researcher explained any risks, as well as reassuring the participants of their choice to opt out at any stage without any consequence. The participant’s informed consent was obtained before the research proceeded and they were thanked for their participation through each step of the process. They have been offered a summary of the research results and I will be spending a day walking them through the findings later this year.

### **3.10. GROUP REALITY: SYSTEM ELEMENTS**

Affinities represent categories of meaning in a system or systems that represent the group’s experience of a phenomenon (Northcutt & McCoy, 2004). An initial invitation was sent by me to the Operations Director of the business to enquire if they might be interested in participating in the study. He then sent out an invitation to all his sites to see if there would be any sites that would like to volunteer to be a part of this research. The leadership team of the Cape Town site then responded saying they would like to volunteer to be a part of the research. An invitation was then sent by the General Manager of the Cape Town site to the potential participants to attend a discussion of the research topic, namely: “What are the conditions that make peer interaction in leadership teams effective?” Before commencing with the focus groups, the members of the constituency were briefed with regard to the ethical issues surrounding the

study. The researcher then reiterated with each of the participants that their involvement in this research was purely voluntary and that they could choose to be a part of the research or not, without consequence. Those who were interested in being a part of the research by providing their input to the study were then asked to complete an informed consent form before we started the focus group sessions. Twenty three leaders eventually participated in one of two focus group sessions.

### 3.10.1 Focus Group – Identifying of Conditions (Affinities)

The focus groups serve primarily as the “front end” to the interview process in the IQA process (Northcutt & McCoy, 2004). Focus groups are an effective method to use when research is qualitative. The purpose of the focus group was to generate themes, known as affinities, by participants who have a shared understanding of the need for peer interaction in leadership teams to be effective. The affinities that are generated in the focus groups may not necessarily correlate with the theoretical constructs identified in literature. The affinities created by the group represent the foundation for the interview protocol (Northcutt & McCoy, 2004). The focus group sessions were scheduled at a time that was convenient for all participants and took place in training rooms at their place of work. The focus group discussion was preceded with a statement detailing the research initiating question, which in this case was: “What are the conditions that make peer interaction in leadership teams effective?” The first step of the process was silent brainstorming. A guided imagery exercise was used as the technique to stimulate the focus groups thinking. This exercise is described in Table 3.1. below.

**Table 3.1.**

#### ***Guided Imagery Exercise***

<p>We are now going to explore your specific experiences of having worked in a leadership team, now or at some point in the past, where you found peer interaction to be effective.</p> <p>→ To begin, allow yourself the space to be here in this room</p> <p>→ Close your eyes</p> <p>→ Think of a time when you worked as a member of a leadership team, where peer interaction was most effective</p> <p>*See yourself back in that moment, interacting as a part of that team</p>	<p>*What do you notice?</p> <p>*How did you feel? Why?</p> <p>*What were you thinking? Why?</p> <p>*What was happening at the time that made peer interaction effective?</p> <p>*What was being said or done?</p> <p>→ Now write your thought, experience or moment down on the post-it notes in front of you.</p> <p>→ Please be sure to write one thought, experience or moment per card</p> <p>→ Please be reassured that your responses are confidential and the identity of the author of each card will remain anonymous.</p>
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The guided imagery exercise lasted for about 5 minutes. The participants were asked to reflect on a time when they worked in a leadership team where peer interaction was effective according to their experience of the time. The facilitator offered the group reassurance that there were no limitations, rightness or wrongness to their experience. They were then guided to reflect on the specific conditions that were present in making this peer interaction experience effective for them. This was then followed by a phase of focusing on generating the data. During this phase, members of the group were asked to quietly reflect on the thoughts they experienced during the guided imagery exercise. The group was asked to think of words or phrases that would capture their mental pictures or memories of that time. They were then encouraged to capture a thought, experience or memory on post-it notes that had been handed to them by the facilitator at the start of the exercise. They were encouraged to capture all of their thoughts, experiences or memories and to try not to edit or censor their thoughts, experiences or memories at this stage. They were asked to capture one thought, experience or memory per post-it note as per the Interactive Qualitative Analysis Guidelines (Northcutt & McCoy, 2004, p105). They were advised that there was no limit to the amount of post-it notes that they generated. The individuals were reassured that their responses would be confidential and that the identity of the author of each card would remain anonymous. Once it appeared that everyone had had enough time to generate their thoughts and capture their thinking, the members of the focus group were requested by the facilitator to attach all the post-it notes to a wall in a columnar display, in no particular order, so that the entire group could read them. An alphabetical list of all the post-its generated during the two focus group sessions is shown in Table 3.2.

Once all members had attached their post-its in a random way, the facilitator led the group into a phase of sorting the data that had been individually generated into categories of meaning. At this point, the participants were requested to silently read all the post-it notes. At this point, the facilitator then led a discussion of what was written on each card and encouraged the group to come to a shared meaning of each of the thoughts, experiences and memories. If a card was unclear, the discussion was opened up to the group to clarify the meaning of the card. Usually, the author of the post-it was quick to volunteer their thinking when capturing the thought that the group were then able to better understand. If the words written on the post-it note needed to reflect the shared meaning better, then the facilitator would capture the agreed meaning, only once it had been agreed upon by the group.

At the end of the clarification stage, the participants were asked to silently read and arrange the cards into groups in columns based under a heading or system of categorisation that comes to mind for them. This was a silent process, with the facilitator reminding the members of the group to not discuss what they are doing. If a card's meaning or placement was ambiguous, then it was left aside to clear up in the next step. This placement of post-its into columns proved to be an iterative process as participants silently moved the post-its between columns until the group felt that the post-its were in their rightful place. This stage is called the sorting of data into "groups of meaning" phase and is known as inductive coding (Northcutt & McCoy, 2004, p47) Once the post-it's meaning and placement were clarified, the participants were given the opportunity to write out and place additional thoughts, experiences or memories where they felt it necessary. Several new post-its were generated and placed into their respective column.

**Table 3.2**

***Participants Experiences of when Peer Interaction has been effective in Leadership Teams***

<p>Achieving the same goal Alignment of goals</p> <p>Appreciative culture Approachability Approachable Attention to detail</p> <p>Authenticity and integrity - we do what we say Availability of information Be positive - morale Being valued</p> <p>Belief - speak with knowledge and conviction Believe in me - contribution supported Celebrate success as a team Clear expectations</p> <p>Clear roles in terms of what is required Clear understanding of the message Cohesive - not silo mentality</p> <p>Commitment, ownership and willingness to change Common End Goal - clear of outcome required Comradrie - togetherness Confidence in each others skills Confidence in what we do and say Consensus on what needs to be done</p> <p>Cooperation - people taking interest and accountability in adding value to the process</p> <p>Creating personal engagements and connections Creating personal engagements and connections Defined in scope of what we have to do and deliver Dependable</p> <p>Differences of opinion/debate</p> <p>Different perspectives ( values/experiences/background) enrich decision-making</p> <p>Diversity consideration - leveraging and representing diverse perspectives Eagerness to learn</p> <p>Enthusiasm - for way we approach our jobs</p> <p>Enthusiasm - spirit Enthusiasm for work</p> <p>Everyone knows their roles and link with one another Experience results - builds credibility Eye contact and engaged communication Eye contact and engaged communication Focused- goal oriented Free flow of information Fun satisfied</p> <p>Get along well with one another Good planning - structure and process flow</p> <p>Good teamwork - Participation from all when required Great synergy</p> <p>Honesty - openness in giving and receiving messages Honesty - say it as it is</p> <p>Inclusivity - involve everyone Initiative/self-motivated</p> <p>Inspired - created meaning and buy-in to what we do Integration of skills Interest - involvement Laughter - positive energy Leading by example Learning</p> <p>Lines are fully loaded - drive/security Listen to each other</p> <p>Listen to others opinions and expectations Mix skills effectiveness</p> <p>Motivated workforce Energy and commitment throughout the plant</p>	<p>Motivation - acknowledgment of value Motivation - willingness to work together</p> <p>Mutual interest- engagement in what we are doing and what you are doing Mutual Respect Mutual Respect New equipment</p> <p>New ideas - innovative New ways of planning - creative</p> <p>No bosses in the room - drawing on the skills of everyone On the same page</p> <p>Open Communication' Open communication Open to expressing themselves Open to listening</p> <p>Open-mindedness - open to actions - not quick to judge Openness to new experiences</p> <p>Order and structure in the way we do things Ownership and Pride</p> <p>Participation in the contribution of ideas Passionate</p> <p>Personal Connection with colleagues Personal Connection with colleagues Personal Ownership</p> <p>Positive attitude Positive attitude - Solutions oriented Positive influence - infectious attitude Positive vibes, laughter and enthusiasm</p> <p>Present - consciously showing up and adding value</p> <p>Resources readily available - I have what I need to do the job</p> <p>Respect - let others get a chance to speak</p> <p>Respect -everybody listening to the one speaking Respect one another as individuals Responsible for your own actions</p> <p>Right mix of personalities - playing to one another's strengths Same goal - one vision</p> <p>Same level of expertise - no double checking Self-Awareness Shared common goal Shared ideas Shared Learning Shared Meaning and Goals Shared reward</p> <p>Skilled workforce - Match and Fit - Reliable and effective Space for everyone to contribute</p> <p>Support - depend on one another Support one another Taking ownership Team support</p> <p>Team work - everyone contributes their best Teams goal more important than individual glory</p> <p>Time Frame is given - clear deadlines to help manage expectations</p> <p>Total respect of different peoples opinions Trust - confidence in one peoples abilities Trust in one another's capabilities Trust in peoples skill and capability Trustworthy - do what we say Understand limitations Understandign one another's value Unity - togetherness Valued - accpeted - fit in</p> <p>Willingness - engagement with seeking a positive account</p>
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Once the affinity naming and revision phase (axial coding phase) had been completed, the facilitator led the group through a process called grouping, which consists of giving a name to the column of affinities and sorting any post-its that may have been miscategorised into the proper group. The objective of this discussion was to ensure that there was a common understanding of the underlying meaning represented by the group of post-its, and a name for each composite affinity, determined by consensus.

The facilitator began with a column that appeared to be the easiest to name. The facilitator read the post-its in the column and asked the group to provide a name for the column. This name was then written on a post-it and placed at the head of the column. The facilitator continued with this process until all columns had received a name and the post-its or groups of post-its were placed in a column that the group agreed to. Post-its and groups of post-its were defined and redefined and post-its were moved from one group to another. At the end of this phase, the affinities, each with sub-affinities, had a given name that had a common meaning to the group. The generation of affinities exercise was complete.

At a later time, the researcher then typed up the post-its and affinities. The facilitator then wrote up a description of each of the affinities from both the groups and combined the affinities into a single composite grouping with a description of the composite affinities.

### **3.10.2. Focus Group Composite Affinity Descriptions (Affinity Write Up)**

The constituency generated more than 122 responses in the form of a word, phrase or sentence capturing their thought, experience or memory of their experience of what makes peer interaction effective in leadership teams. These responses were used to identify themes or affinities.

Focus Group One produced the following affinities:

1. Goal Alignment
2. Personal Contribution
3. Interpersonal effectiveness
4. Self
5. Attitude
6. Enabling Environment
7. Open Interaction



8. Trust in people
9. Constructive Debate
10. Teamwork
11. Recognition
12. Engagement and Ownership
13. Trust in Team Capability

Focus Group Two produced the following affinities:

1. Communication
  - a. Information Flow
  - b. Style
2. Teamwork
3. Common Goal
4. Creativity
5. Team expertise and accountability
6. Team Culture
  - a. Positive attitude
  - b. Personal Accountability
  - c. Team Recognition

The affinity write-up takes into account the post-its generated in each affinity and any discussion that occurred during the focus group session. Post the focus group, the facilitator coordinated the data and compiled an affinity write-up from the responses developed by the leaders for Focus Group One (Appendix 1) and Focus Group Two (Appendix 2).

### **3.11. GROUP REALITY: SYSTEM RELATIONSHIPS**

The Interactive qualitative analysis data collection techniques assist member of a group close to the conditions that make peer interaction effective in describing and labelling their experiences to produce a theory in perception or a conceptual map which is a systems representation of how a person or a group understands a particular phenomenon (Northcutt & McCoy, 2004).

#### **3.11.1. Detailed Affinity Relationship Table (ART) for each Focus Group**

This step in the IQA process is known as the theoretical coding phase. It refers to ascertaining the perceived cause-and-effect relationships (influences) among all the affinities in a system

(Northcutt & McCoy, 2004) with the use of an Affinity Relationship Table (ART). The output of the ART feeds into a systems influence diagram (SID) which summarises the results of the group's theoretical coding. The goal of this process is to identify the underlying (and generally hidden) structure of the group mind map, which is summarised in a SID (Northcutt & McCoy, 2004). The ART and the subsequent Systems Interrelated Diagram (SID) are valuable in the interpretation of the experiences of the participants and in developing the interview protocol. The focus group SID is useful in sharpening and clarifying the meaning of the affinities and is used to identify vaguely defined affinities or irregularities before going into the interviews (Northcutt & McCoy, 2004). Once again, the focus groups assisted with this step. The focus groups were broken into smaller groups and given a blank Affinity Relationship Table with the appropriate number of affinities. The groups recorded the affinities in the blanks of the ART. They then went down the list of affinities one by one to analyse and determine if there was a relationship between the affinities or not. The facilitator then produced a master simple ART from the focus group discussions, as they only considered the relationship between the affinities, without exploring the reasons behind the relationship. The reasons for the relationships were explored in more detail during the interview process that follows.

### **3.11.2. System Relationships using an Interrelationship Diagram (IRD) and a Systems Influence Diagram (SID) for each Focus Group.**

The next step in the process was to rationalise the system (Northcutt & McCoy, 2004). The nature and directionality of each possible relationship identified in the ART was then recorded into an interrelationship Diagram (IRD). The relationships were recorded twice, once as an up arrow or as a left arrow. The arrows were then counted, with the totals being recorded in the appropriate in or out columns. The delta was then tabulated by subtracting the "Ins" from the "Outs". "The value of delta is used as a marker for the relative position of an affinity within a system" (Northcutt & McCoy, 2004, p.173). Deltas with positive numbers were captured as Drivers, those affinities causing a phenomenon, and the negative numbers were captured as Outcomes, those affinities that were the result of the cause-effect relationship. From the Interrelationship Diagrams, a group Systems Influence Diagram (SID) or mind map and an uncluttered SID were created for each focus group. This represents a picture of the system that underlies the groups' analysis. According to Northcutt and McCoy, (2004), the Systems Influence Diagram in Interactive Qualitative Analysis is a visual representation of an entire system of influences and outcomes. It is created by representing the information present in the Interrelationship Diagram as a system of affinities and relationships among them. During this

process, it became clear that there were a few redundant affinities that were complicating the SID's, in that they had sub-affinities below them that could stand on their own and so an IRD and SID were created, excluding the redundant affinities.

The first focus group created a master simple ART (Appendix 3), an IRD with redundant affinities excluded (Appendix 4), SID (Appendix 5) and uncluttered SID (Appendix 6), tailored to the specific affinities produced by the group. The same was created for the second focus group with their specific results (Appendices 7 -10). These were all then considered and used to inform the design of the interview process.

### **3.12. INDIVIDUAL REALITY: THE IQA INTERVIEW**

The affinities produced by the focus groups are used to create an interview protocol. This process enables the researcher to achieve several critical purposes with the IQA interviews:

- To provide data representing the respondent's personal mind map
- To help the researcher code the impact and influences of these affinities in order to create a Systems Influence Diagram (SID)
- To provide data representing the group's collective SID (mind map) (Northcutt & McCoy, 2004).

#### **3.12.1. A Common Protocol**

The purpose of the interview is to create the opportunity to ask respondents what each affinity means to them, so that the affinities could be described, based on the interviews, in a more comprehensive write-up. In designing the interview, the facilitator first needed to consider the focus groups combined category of meaning or affinities and to look at the two focus groups' uncluttered SID's (Appendix 6 and Appendix 10) to address any ambiguities that may have occurred in the affinities. Reconciled protocols are recommended for ease of comparison and are justified by the evidence that disparate constituencies vary primarily in the way they perceive the affinities to be related, rather than the affinities themselves (Northcutt & McCoy, 2004). As a result of the obvious similarities between the two focus groups, the facilitator opted to prepare a single reconciled interview protocol that incorporated the commonalities between the two without compromising the integrity of the original focus group findings.

The researcher noticed that both focus groups generated very similar affinities, where the naming might have been marginally different, but where affinities could be combined into a

common protocol for use in the interview. The researcher noticed that at the affinity or sub-affinity level, the two focused groups had generated very similar thinking. The researcher responded to this state of affairs by compiling a new combined affinity list, with the results shown in Table 3.3

**Table 3.3**

***Combined Affinities***

Group One Affinities	Group Two Affinities	Combined Affinities
1. Goal Alignment	3. Common Goal	1. Common Goal
3. Interpersonal Effectiveness	1B. Style	2. Interpersonal Style
4. Self	6B. Personal Accountability	3. Personal Accountability for Self
6. Enabling Environment		4. Enabling Environment
5. Attitude	6A. Positive Attitude	5. Positive Attitude
11. Recognition	6C. Team Recognition	6. Team Recognition
12. Engagement and Ownership	2. Teamwork	7. Teamwork
	4. Creativity	8. Creativity
13. Trust in Team Capability	5. Team Expertise and Accountability	9. Trust in the Team Capability
8. Trust in people & 9. Constructive Debate	1A. Information Flow	10. Open Interactions

The combined focus groups' experiences with what makes peer interaction in leadership teams effective are detailed in the Affinity write-up below:

**(1) Common Goal**

This affinity coordinates everyone's efforts toward a common cause. It is used to describe a focused-goal orientation where everyone is working toward the same goal, one vision. There is alignment of everyone's goals, there is a consensus on what needs to be done, the expectations are clear, with clear roles and deadlines in terms of what is required. As a consequence, results are delivered, building credibility and ensuring shared rewards. People are inspired when the common goal creates meaning and buy-in in terms of what they do. A summary of the thoughts that formed a part of a common goal are summarised in Table 3.4.

**Table 3.4.*****Common Goal***

Clear roles in terms of what is required
Shared Learning
Shared Meaning and Goals
Time Frame is given - clear deadlines to help manage expectations
Common End Goal - clear outcome required
Focused- goal oriented
Same goal - one vision
Shared common goal
Clear expectations
Experience results - builds credibility
Consensus on what needs to be done
Inspired - created meaning and buy-in to what we do
Shared reward
Defined in scope of what we have to do and deliver
Alignment of goals
Achieving the same goal

**(2) Interpersonal Effectiveness**

This affinity is used to describe a leader's personal connection and communication with colleagues. A leader needs to be invested in creating personal engagements and connections with others and needs to ensure a disposition of authenticity and integrity, honesty, mutual respect, eye contact and engaged communication, listening to the opinions and expectations of all in sharing ideas. A summary of the thoughts that formed a part of interpersonal effectiveness are summarised in Table 3.5.

**Table 3.5.*****Interpersonal Effectiveness***

Mutual Respect
Personal Connection with colleagues
Creating personal engagements and connections
Eye contact and engaged communication
On the same page
Honesty - say it as it is
Listen to other's opinions and expectations
Clear understanding of the message
Respect - let others get a chance to speak
Respect -everybody listening to the one speaking
Shared ideas
Listen to each other
Authenticity and integrity - we do what we say
Honesty - openness in giving and receiving messages

### (3) Personal accountability for Self

This is an affinity that describes the disposition of the leader. It is used to describe a leader's degree of self-awareness, open communication and ability to lead by example. Where the leader is trustworthy through their integrity, in that they do what they say they will do, is open-minded, not quick to judge, approachable, knowledgeable and speaks with conviction. They constantly show up and add value. A summary of the thoughts that formed a part of personal accountability for self are summarised in Table 3.6.

**Table 3.6.**

#### ***Personal Accountability for Self***

Self-Awareness
Approachability
Open Communication
Leading by example
Approachable
Trustworthy - do what we say
Present - consciously showing up and adding value
Confidence in what we do and say
Belief - speak with knowledge and conviction
Open-mindedness - open to actions - not quick to judge

### (4) Enabling Environment

This is an affinity that was used to describe an environment where the resources are readily available. People have the resources they need to do the job. There is a free flow availability of information. The right equipment is in place as support. A summary of the thoughts that formed a part of enabling environment are summarised in Table 3.7.

**Table 3.7.**

#### ***Enabling Environment***

New equipment
Resources readily available - I have what I need to do the job
Availability of information
Lines are fully loaded - drive/security
Free flow of information

### (5) Positive Attitude

This is an affinity used to describe the mindset of leaders. It is an attitude of personal ownership and pride where a leader displays an eagerness to learn, take the initiative, be self-motivated, and pay attention to the details in taking ownership. There is a positive, enthusiastic, passionate, solutions-oriented mindset that leaders have which creates an infectious attitude on site. A summary of the thoughts that formed a part of positive attitude are summarised in Table 3.8.

**Table 3.8.**

#### ***Positive Attitude***

Personal Ownership
Attention to detail
Ownership and Pride
Eagerness to learn
Initiative/self-motivated
Positive attitude
Positive vibes, laughter and enthusiasm
Passionate
Enthusiasm - for way we approach our jobs
Enthusiasm - spirit
Have fun and feel satisfied
Enthusiasm for work
Laughter - positive energy
Positive influence - infectious attitude
Positive attitude - Solutions oriented
Be positive - morale

### (6) Team Recognition

This is an affinity used to describe a culture of appreciation and celebrating success, where people feel motivated, supported and valued for their contributions. A summary of the thoughts that formed a part of team recognition are summarised in Table 3.9.

**Table 3.9.**

#### ***Team Recognition***

Celebrate success as a team
Appreciative culture
Being valued
Motivation - acknowledgment of value
Believe in me - contribution supported
Valued - accepted - fit in

## (7) Teamwork

Teamwork is an affinity used to describe the way in which people work together. Team goals are more important than individual glory and there is space for everyone to contribute. There is a sense of unity, camaraderie, cooperation, with people taking an interest and accountability in adding value to the process. There is an understanding of one another's value and support for one another. People, therefore, feel motivated to work together. There is a mutual interest, energy in what we do as colleagues and a commitment throughout the plant as people work together cohesively, with everyone contributing their best. A summary of the thoughts that formed a part of teamwork are summarised in Table 3.10.

**Table 3.10.**

### ***Teamwork***

Commitment, ownership and willingness to change
Taking ownership
Mutual interest- Engagement in what we are doing and
what you are doing
Cohesive - not silo mentality
Team work - everyone contributes their best
Motivated workforce Energy and commitment
throughout the plant
Good teamwork - Participation from all when required
Willingness - engagement with seeking a positive
account
Cooperation - people taking interest and accountability
in adding value to the process
Support one another
Teams goal more important than individual glory
Understanding one another's value
Support - depend on one another
Team support
Space for everyone to contribute
Inclusivity - involve everyone
Total respect of different peoples opinions
Get along well with one another
Unity - togetherness
Great synergy
Comradie - togetherness
Interest - involvement
Motivation - willingness to work together



## (8) Creativity

This is an affinity to describe the freedom that leaders have in applying themselves to new ways of doing things. This includes the generation of new ideas, new ways of planning and a participation in the contribution of ideas. A summary of the thoughts that formed a part of creativity are summarised in Table 3.11.

**Table 3.11.**

### **Creativity**

New ideas - innovative  
 New ways of planning - creative  
 Participation in the contribution of ideas

## (9) Trust in the Teams Capability

This is an affinity that describes the effective mix of personality and skills in a skilled team where there are no bosses in the room, and the team draws on the skills of everyone. This affinity is used to describe a team that is skilled and responsible for their own actions. People know their roles and their link with one another. There is good planning, order, structure and process flow in the way that things get done. There is a trust in one another's capabilities and expertise, an understanding of one another's limitations and an integration of one another's skills, no double-checking required. A summary of the thoughts that formed a part of trust in team capability are summarised in Table 3.12.

**Table 3.12.**

### ***Trust in the Teams Capability***

Effectiven use of mixed skills  
 No bosses in the room - drawing on the skills of everyone  
 Trust in people's skill and capability  
 Skilled workforce - Match and Fit - Reliable and effective  
 Right mix of personalities - playing to one another's strengths  
 Responsible for your own actions  
 Respect one another as individuals  
 Learning  
 Dependable  
 Everyone knows their roles and link with one another  
 Good planning - structure and process flow  
 Order and structure in the way we do things  
 Trust in one another's capabilities  
 Same level of expertise - no double checking  
 Trust - confidence in one's peoples abilities  
 Integration of skills  
 Understand limitations  
 Confidence in each other's skills

## (10) Open Interactions

This was used to describe the manner in which interactions occur among leaders. There is an atmosphere of trust in people in communication. Trust in people develops when there is an atmosphere of feeling safe to be yourself, where a safe space exists to ask questions, without fear of consequence. There is a culture of people being open to listening and expressing themselves freely. People then feel comfortable to contribute as they feel that their colleagues have their back. There is a culture of constructive debate that encourages different perspectives (values, experiences, background) to enrich decision-making. It encourages an atmosphere of openness to new experiences. Diversity consideration – is leveraging and representing diverse perspectives where all thoughts ideas and questions are accommodated. It describes the open free flowing nature of information, where leaders are approachable and available, channels of communication are open, there is a transparent and structured sharing of information, communication and ways of working at all levels of the business. A summary of the thoughts that formed a part of open interactions are summarised in Table 3.13.

**Table 3.13.**

### ***Open Interactions***

Comfortable in your zone
Safe to be yourself - 'correct atmosphere'
Safe space created to ask questions - no fear
Comfortable that people have your back
Open to listening
Open to expressing themselves
Open communication
Different perspectives
(values/experiences/background) enrich decision-making
Openness to new experiences
Diversity consideration - leveraging and representing diverse perspectives
All thoughts, ideas and questions accommodated
Differences of opinion/debate
Approachable and open
Open channels of communication
Create space to talk to one another
Sharing information at all levels
Visibility of top management
Open channels of communication
Transparency of ways of working, information and communication
Visibility of pertinent information
Good communication - transparency both ways
Consistency - speak with one voice
Open channels of communication
Meetings structured and adding value

### **3.12.2. An Interview Protocol**

The interview protocol was derived from the combined affinity list. Special care was taken to ensure that the affinities had short, simple descriptions so as to not influence the responses given during the interview. In other words, the definitions included were intentionally not too detailed so as not to bias the answers of the interviewees in understanding their personal experience and understanding of each of the conditions. These descriptions were written in an active voice to facilitate comprehension. A copy of the protocol was handed to each participant during the interview as a point of reference.

The protocol was divided into two interview sections, axial and theoretical as in Table 3.14. The interview protocol was then be used to guide the researcher in soliciting elaboration and expansion of each affinity and to provide each interviewee with the opportunity to establish a relationship between each affinity pair.

The researcher ensured that the necessary steps were taken to ensure that the quality of the qualitative process was upheld. Quality indicators for qualitative studies include the appropriate selection of participants, the reasonableness of interview questions, the use of adequate mechanisms to record and transcribe information and interviews, a fair and sensitive representation of participants in the final report, and the use of a sound measure to ensure confidentiality (Etscheidt & Knesting, 2007).

Each of the 14 participants were also provided with an Interview ART (Table 3.15), to allow them explore each relationship between affinities in the theoretical coding aspect of the interview, and to assist them in maintaining focus and concentration.

**Table 3.14.*****Interview Protocol*****Exploring The Conditions That Make Peer Interaction Effective in Leadership Teams: Interview Protocol***Axial Coding*

The team of leaders at Nampak Bevcan have identified several common themes or affinities that described their experiences of what makes peer interaction effective in leadership teams. Let's look at each of these themes one at a time, while you tell me about your experiences to each.

## 1. Common Goal

The focus groups described this affinity as having a team of people aligned to and clear on a common goal.

Tell me about a common goal.

## 2. Interpersonal Style

The focus groups described this affinity as a style of engaging in interpersonal interactions effectively. Tell me about Interpersonal Style.

## 3. Personal Accountability for Self

The focus groups identified Personal Accountability for Self as an affinity to describe the mature disposition of the leaders. Tell me about Personal Accountability for Self

## 4. Enabling Environment

The focus groups identified Enabling Environment as an affinity to describe the workplace as an enabling environment. Tell me about the enabling environment of the workplace.

## 5. Positive Attitude

The focus groups identified Positive Attitude as an affinity to describe how leaders engaged in both their work and their interactions with one another. Tell me about Positive Attitude.

## 6. Team Recognition

The focus groups described this affinity as having a culture of team recognition in place. Tell me about Team Recognition.

## 7. Teamwork

This affinity consists of ways Teamwork manifests itself in the workplace. Tell me about teamwork.

## 8. Creativity

This affinity reflects the leader's creativity in the areas that they work in. Tell me about creativity.

## 9. Trust in the Teams Capability

The focus groups identified Trust in the Teams Capability as an affinity to describe team expertise and accountability. Tell me about Trust in the Teams Capability.

## 10. Open Interactions

This affinity describes communication in interactions between leaders in the workplace. Tell me about Open Interactions.

*Theoretical Coding*

Many of the themes or affinities identified have some kind of relationship; one effects or causes the other. Let's look at each theme and decide if, or how, it relates to another theme. Tell me about your experiences with such relationships. Please give me specific examples of how the relationships have affected your experience.

**Table 3.15.**
**Interview ART Template**

Affinity Relationship Table													
Respondent Number _____													
Affinity Name	Possible Relationships												
1 Common Goal	A → B												
2 Interpersonal Style	A ← B												
3 Personal Accountability	A ♦ B (No Relationship)												
4 Enabling Environment													
5 Positive Attitude													
6 Team Recognition													
7 Teamwork													
8 Creativity													
9 Trust in Team Capability													
10 Open Interactions													
	Affinity Pair Relationship	Affinity Pair Relationship		Affinity Pair Relationship		Affinity Pair Relationship		Affinity Pair Relationship		Affinity Pair Relationship		Affinity Pair Relationship	
	1	2		2	7		4	7		7	8		
	1	3		2	8		4	8		7	9		
	1	4		2	9		4	9		7	10		
	1	5		2	10		4	10		8	9		
	1	6		3	4		5	6		8	10		
	1	7		3	5		5	7		9	10		
	1	8		3	6		5	8					
	1	9		3	7		5	9					
	1	10		3	8		5	10					
	2	3		3	9		6	7					
	2	4		3	10		6	8					
	2	5		4	5		6	9					
	2	6		4	6		6	10					

### 3.12.3. Interview Transcript

The interview took place with 14 individuals that had participated in either of the focus groups. The interview was introduced to each individual in the same way, using an Interview Transcript template (Table 3.16) to reduce any facilitator bias. Each interview was recorded, with the responses being taken directly from the original transcript of the respondent. In preparing and formatting the interview transcript, the information was captured under the headings of axial coding and theoretical coding to assist in quickly and easily locating information. Axial coding is the open-ended axial interview that is designed to provide rich description of affinities by the respondents and theoretical coding is the structured theoretical interview designed to identify relationships between affinities (Northcutt & McCoy, 2004). Some interviewee text was modified for ease of reading with no effect on the interview content.

**Table 3.16**

#### ***Interview Transcript***

##### **Exploring The Conditions That Make Peer Interaction Effective in Leadership Teams: Interview Transcript**

###### *Axial Interview*

1) Thank you for agreeing to do this interview. With your permission, I will just let you know that this is going to be taped and everything in the interview will be confidential. The interview will be transcribed and no reference to your identity will ever be linked to the interview. Do you agree to be interviewed?

2) Could you start by introducing yourself and giving me some background on yourself?

3) Thank you. This study is designed to explore the fundamental conditions that allow effective task processes to emerge and that cause members to engage in them wholeheartedly in leadership teams. This interview will take place in two parts. In the first part, the leader focus groups have identified several common themes or affinities that describe the conditions that make peer interaction effective in leadership teams. We will look at each of the themes one at a time and you are going to tell me about your experience with these. In the second part, we will look at how each of these affinities relates to each other. The group identified .....

4) Thank you so much for your time. Would you like to take a short break?

**Table 3.16 (Continued)****Interview Transcript***Theoretical Interview*

1) Okay, we're going to start the second portion and go through the affinities. Many of the themes or affinities identified have some kind of relationship; one effects or causes the other. Let's look at each theme and decide if or how it relates to each other theme. For example...Tell me about your experiences with such relationships. Please give specific examples of how the relationships have affected your experience.

2) Okay, thank you. Is there anything else you want to add about any of the relationships or any of the affinities?

3) Thank you very much for your time.

**3.13. INDIVIDUAL REALITY: SYSTEM RELATIONSHIPS**

The purpose of this step in the IQA process is to demonstrate how the concepts identified in the focus groups are applied when the unit of analysis is changed from the group to the individual (Northcutt & McCoy, 2004). Similar to the focus group data, individual interview data was first coded axially to produce a richer and deeper description of the ways the affinities acquire a personal meaning for different individuals. Each interview was then coded theoretically so that each participant's articulation of the relationship between each of the affinities was recorded. Similar to the focus group process, the theoretical codes were recorded in the Affinity Relationship Table (ART) and then tabulated into an Interrelationship Diagram (IRD) for each individual, thereby producing an individual mind-map of the phenomenon for each person interviewed.

The interview allowed the researcher to explore the individual differences in meaning as the 14 individuals shared their descriptions and mind maps of the affinities that were able to be contrasted and compared in terms of their systematic components and the relationships among them. The value of being able to describe individual differences is obvious and has a parallel to descriptive research in the quantitative area (Northcutt & McCoy, 2004). The composite of the interview mind-maps serve to triangulate the focus group results. The triangulation lies largely in the expectation that the composite mind map of the interviews will have a similar structure to that of the focus group. "Triangulation" in this sense is formally defined in the following proposition: "If the person being interviewed is representative of the constituency (ies) from which the group SID was derived, then the composite of all such interviews should be similar to the focus group SID". (Northcutt & McCoy, 2004, p.239).

### **3.13.1: Individual Interview Coding (Axial Coding, Theoretical Coding and Interview Mind-map)**

The first step toward creating a mind-map is axial coding. From the transcript, the researcher analyses the text for axial codes, which are specific examples of discourse that illustrate or allude to an affinity (Northcutt & McCoy, 2004). The interview was structured and transcribed in a way to make it easy to identify key words or phrases that describe or illustrate an affinity in an Interview Axial Code Table (ACT) (Appendix 11).

The next step during the interview was to identify, through a formal, structured line of questioning, the theoretical codes that illustrate a relationship between two or more affinities. The relationship was identified and recorded with a directional arrow in the individual theoretical Interview Theoretical Code Affinity Relationship Table (ART) (Appendices 12 and 13).

After completing the theoretical coding for the interview, an IRD (Appendix 14) and a SID (Appendix 15) for that individual was created. The SID for an individual is called a mind-map, which reflects the individuals experience with the phenomenon (Northcutt & McCoy, 2004).

Together the interview transcript, an axial code table (ACT), a theoretical code table (TCT), an IRD and a SID produce a system that reflects the individuals thoughts, as well as providing rich detail in the respondent's own words.

### **3.13.2 Combined Interview Coding (Axial Coding, Theoretical Code Frequency Table, IRD)**

Axial data from the individual interviews is consolidated into a Combined Interview Axial Code Table (ACT) (Appendix 16). In combining all the interviews into one table, the researcher creates a single database, with the entire set of respondents, containing all axial codes for all affinities.

This same procedure was also used for creating the Combined Interview Theoretical Code (TCT) (Appendix 17). The directional relationships were then summarised with a count of each theoretical code into the Combined Interview Theoretical Frequency Code Table (Table 3.17). The fact is that individual respondents may have defined the relationship differently and may in fact disagree about the direction of the relationship; this table lists both directions for the relationships.



**Table 3.17.**
**Combined Interview Theoretical Frequency Code Table**

Combined Interview Theoretical Code Frequency Table							
Affinity Pair Relationship	Frequency	Affinity Pair Relationship	Frequency	Affinity Pair Relationship	Frequency	Affinity Pair Relationship	Frequency
1 → 2	0	2 → 7	14	4 → 7	12	7 → 8	9
1 ← 2	14	2 ← 7	0	4 ← 7	2	7 ← 8	5
1 → 3	0	2 → 8	11	4 → 8	11	7 → 9	0
1 ← 3	14	2 ← 8	1	4 ← 8	3	7 ← 9	14
1 → 4	2	2 → 9	14	4 → 9	4	7 → 10	0
1 ← 4	12	2 ← 9	0	4 ← 9	9	7 ← 10	14
1 → 5	0	2 → 10	14	4 → 10	2	8 → 9	1
1 ← 5	14	2 ← 10	0	4 ← 10	12	8 ← 9	13
1 → 6	4	3 → 4	14	5 → 6	10	8 → 10	2
1 ← 6	10	3 ← 4	0	5 ← 6	4	8 ← 10	12
1 → 7	6	3 → 5	1	5 → 7	13	9 → 10	6
1 ← 7	8	3 ← 5	13	5 ← 7	1	9 ← 10	8
1 → 8	4	3 → 6	12	5 → 8	13		
1 ← 8	9	3 ← 6	2	5 ← 8	1		
1 → 9	1	3 → 7	13	5 → 9	11		
1 ← 9	13	3 ← 7	1	5 ← 9	3		
1 → 10	1	3 → 8	10	5 → 10	10		
1 ← 10	13	3 ← 8	2	5 ← 10	4		
2 → 3	1	3 → 9	14	6 → 7	9		
2 ← 3	13	3 ← 9	0	6 ← 7	5		
2 → 4	12	3 → 10	13	6 → 8	7		
2 ← 4	2	3 ← 10	1	6 ← 8	6		
2 → 5	0	4 → 5	6	6 → 9	3		
2 ← 5	14	4 ← 5	8	6 ← 9	11		
2 → 6	14	4 → 6	4	6 → 10	7		
2 ← 6	0	4 ← 6	7	6 ← 10	6		
Affinity Name							
1	Common Goal	6	Team Recognition				
2	Interpersonal Style	7	Teamwork				
3	Personal Accountability	8	Creativity				
4	Enabling Environment	9	Trust in Team Capability				
5	Positive Attitude	10	Open Interactions				

The final two steps of the analysis are the Pareto Protocol and Power Analysis. A modal approach was used to prepare an IRD for the combined interview group. The Combined Interview Theoretical Code Frequency Table is analogous to an ART used for focus groups. Much like the vote that occurs when the focus group is asked to identify relationships, the frequency of relationships determines the direction (Northcutt & McCoy, 2004:279). According to

the IQA process, the Pareto principle determines the direction of the relationship (Northcutt & McCoy, 2004, p.279). Each relationship frequency was determined and recorded on a spreadsheet by tallying all the relationships from the Combined Interview Theoretical Code (ART) above. The relationships were then sorted in a descending order and recorded in an Affinity Relationship Frequency Table (Table 3.18). Cumulative frequencies were then calculated as a percentage of total relationships (90) and as a percentage of the total number of nominations (619). Power was then calculated as the difference between these two percentages and a cut-off point was chosen based on the MinMax criteria. The MinMax criterion involves optimising a trade-off between two criteria: “The composite should account for maximum variation in the system (cumulative percentage based upon frequency) while minimising the number of relationships in the interest of parsimony (cumulative percentage based on relations)” (Northcutt & McCoy, 2004, p.160).

The power curve peaks at a value of 34.33, which is associated with 84.33% of the total variance in the Interview system. The Minmax criterion suggests that a system with about 45 relationships is the optimum, in that it accounts for the greatest amount of system variance with the fewest number of relationships. Relationship number 45 has a frequency of 7 with the following relationships with a frequency of 6 and below so the cut point was set at 7. The information necessary for the power analysis is contained in Table 3.19.

Having reduced the complexity of the original system, whilst retaining the explanatory power, the next step was to sort the remaining relationships to identify if there were any conflicts. In other words, the researcher needed to ascertain if there were relationships that had ambiguous directionality. Table 3.20 shows the remaining 45 relationships sorted in the descending order of relationships.

“Power” is a statistical power, or the ability of a procedure to detect a relationship. Defining the requisite number of interviews in the absence of any context is very difficult, because the number of interviews depends on three factors: the number of affinities in the system, the degree of interrelatedness of the affinities, and the degree of agreement among respondents concerning the relationships (Northcutt & McCoy, 2004). Given these three factors and the fact that the analysis revealed that there were no ties (“mischievous typologies”), the 14 interviews appear to have provided good power characteristics.

**Table 3.18.*****Affinity Relationship Frequency Table in Descending Order***

Affinity Pair Relationship											
Relationship number	Affinity Pair Relationship	Frequency Sorted (Descending)	Relationship number	Affinity Pair Relationship	Frequency Sorted (Descending)	Relationship number	Affinity Pair Relationship	Frequency Sorted (Descending)	Relationship number	Affinity Pair Relationship	Frequency Sorted (Descending)
1	1 ← 2	14	27	8 ← 10	12	53	1 → 6	4	79	1 → 2	0
2	1 ← 3	14	28	2 → 8	11	54	1 → 8	4	80	1 → 3	0
3	1 ← 5	14	29	4 → 8	11	55	4 → 6	4	81	1 → 5	0
4	2 ← 5	14	30	5 → 9	11	56	4 → 9	4	82	2 → 5	0
5	2 → 6	14	31	6 ← 9	11	57	5 ← 6	4	83	2 ← 6	0
6	2 → 7	14	32	1 ← 6	10	58	5 ← 10	4	84	2 ← 7	0
7	2 → 9	14	33	3 → 8	10	59	4 ← 8	3	85	2 ← 9	0
8	2 → 10	14	34	5 → 6	10	60	5 ← 9	3	86	2 ← 10	0
9	3 → 4	14	35	5 → 10	10	61	6 → 9	3	87	3 ← 4	0
10	3 → 9	14	36	1 ← 8	9	62	1 → 4	2	88	3 ← 9	0
11	7 ← 9	14	37	4 ← 9	9	63	2 ← 4	2	89	7 → 9	0
12	7 ← 10	14	38	6 → 7	9	64	3 ← 6	2	90	7 → 10	0
13	1 ← 9	13	39	7 → 8	9	65	3 ← 8	2			
14	1 ← 10	13	40	1 ← 7	8	66	4 ← 7	2			
15	2 ← 3	13	41	4 ← 5	8	67	4 → 10	2			
16	3 ← 5	13	42	9 ← 10	8	68	8 → 10	2			
17	3 → 7	13	43	4 ← 6	7	69	1 → 9	1			
18	3 → 10	13	44	6 → 8	7	70	1 → 10	1			
19	5 → 7	13	45	6 → 10	7	71	2 → 3	1			
20	5 → 8	13	46	1 → 7	6	72	2 ← 8	1			
21	8 ← 9	13	47	4 → 5	6	73	3 → 5	1			
22	1 ← 4	12	48	6 ← 8	6	74	3 ← 7	1			
23	2 → 4	12	49	6 ← 10	6	75	3 ← 10	1			
24	3 → 6	12	50	9 → 10	6	76	5 ← 7	1			
25	4 → 7	12	51	6 ← 7	5	77	5 ← 8	1			
26	4 ← 10	12	52	7 ← 8	5	78	8 → 9	1			

**Table 3.19.****Affinities in Descending Order of Frequency with Pareto and Power Analysis**

Affinities in Descending Order of Frequency With Pareto and Power Analysis							Affinities in Descending Order of Frequency With Pareto and Power Analysis							Affinities in Descending Order of Frequency With Pareto and Power Analysis							Affinities in Descending Order of Frequency With Pareto and Power Analysis						
Relationship number	Affinity Pair Relationship	Frequency Sorted (Descending)	Cumulative Frequency	Cumulative Percent (Relation)	Cumulative Percent (Frequency)	Power	Relationship number	Affinity Pair Relationship	Frequency Sorted (Descending)	Cumulative Frequency	Cumulative Percent (Relation)	Cumulative Percent (Frequency)	Power	Relationship number	Affinity Pair Relationship	Frequency Sorted (Descending)	Cumulative Frequency	Cumulative Percent (Relation)	Cumulative Percent (Frequency)	Power	Relationship number	Affinity Pair Relationship	Frequency Sorted (Descending)	Cumulative Frequency	Cumulative Percent (Relation)	Cumulative Percent (Frequency)	Power
1	1 → 2	14	14	1.11	2.26	1.15	27	8 → 10	12	357	30.00	57.67	27.67	53	1 → 6	4	566	58.89	91.44	32.55	79	1 → 2	0	619	87.78	100.00	12.22
2	1 → 3	14	28	2.22	4.52	2.30	28	2 → 8	11	368	31.11	59.45	28.34	54	1 → 8	4	570	60.00	92.08	32.08	80	1 → 3	0	619	88.89	100.00	11.11
3	1 → 5	14	42	3.33	6.79	3.45	29	4 → 8	11	379	32.22	61.23	29.01	55	4 → 6	4	574	61.11	92.73	31.62	81	1 → 5	0	619	90.00	100.00	10.00
4	2 → 5	14	56	4.44	9.05	4.60	30	5 → 9	11	390	33.33	63.00	29.67	56	4 → 9	4	578	62.22	93.38	31.15	82	2 → 5	0	619	91.11	100.00	8.89
5	2 → 6	14	70	5.56	11.31	5.75	31	6 → 9	11	401	34.44	64.78	30.34	57	5 → 6	4	582	63.33	94.02	30.69	83	2 → 6	0	619	92.22	100.00	7.78
6	2 → 7	14	84	6.67	13.57	6.90	32	1 → 6	10	411	35.56	66.40	30.84	58	5 → 10	4	586	64.44	94.67	30.22	84	2 → 7	0	619	93.33	100.00	6.67
7	2 → 9	14	98	7.78	15.83	8.05	33	3 → 8	10	421	36.67	68.01	31.35	59	4 → 8	3	589	65.56	95.15	29.60	85	2 → 9	0	619	94.44	100.00	5.56
8	2 → 10	14	112	8.89	18.09	9.20	34	5 → 6	10	431	37.78	69.63	31.85	60	5 → 9	3	592	66.67	95.64	28.97	86	2 → 10	0	619	95.56	100.00	4.44
9	3 → 4	14	126	10.00	20.36	10.36	35	5 → 10	10	441	38.89	71.24	32.36	61	6 → 9	3	595	67.78	96.12	28.35	87	3 → 4	0	619	96.67	100.00	3.33
10	3 → 9	14	140	11.11	22.62	11.51	36	1 → 8	9	450	40.00	72.70	32.70	62	1 → 4	2	597	68.89	96.45	27.56	88	3 → 9	0	619	97.78	100.00	2.22
11	7 → 9	14	154	12.22	24.88	12.66	37	4 → 9	9	459	41.11	74.15	33.04	63	2 → 4	2	599	70.00	96.77	26.77	89	7 → 9	0	619	98.89	100.00	1.11
12	7 → 10	14	168	13.33	27.14	13.81	38	6 → 7	9	468	42.22	75.61	33.38	64	3 → 6	2	601	71.11	97.09	25.98	90	7 → 10	0	619	100.00	100.00	0.00
13	1 → 9	13	181	14.44	29.24	14.80	39	7 → 8	9	477	43.33	77.06	33.73	65	3 → 8	2	603	72.22	97.42	25.19						0.00	0
14	1 → 10	13	194	15.56	31.34	15.79	40	1 → 7	8	485	44.44	78.35	33.91	66	4 → 7	2	605	73.33	97.74	24.40						0.00	0
15	2 → 3	13	207	16.67	33.44	16.77	41	4 → 5	8	493	45.56	79.64	34.09	67	4 → 10	2	607	74.44	98.06	23.62						0.00	0
16	3 → 5	13	220	17.78	35.54	17.76	42	9 → 10	8	501	46.67	80.94	34.27	68	8 → 10	2	609	75.56	98.38	22.83						0.00	0
17	3 → 7	13	233	18.89	37.64	18.75	43	4 → 6	7	508	47.78	82.07	34.29	69	1 → 9	1	610	76.67	98.55	21.88						0.00	0
18	3 → 10	13	246	20.00	39.74	19.74	44	6 → 8	7	515	48.89	83.20	34.31	70	1 → 10	1	611	77.78	98.71	20.93						0.00	0
19	5 → 7	13	259	21.11	41.84	20.73	45	6 → 10	7	522	50.00	84.33	34.33	71	2 → 3	1	612	78.89	98.87	19.98						0.00	0
20	5 → 8	13	272	22.22	43.94	21.72	46	1 → 7	6	528	51.11	85.30	34.19	72	2 → 8	1	613	80.00	99.03	19.03						0.00	0
21	8 → 9	13	285	23.33	46.04	22.71	47	4 → 5	6	534	52.22	86.27	34.05	73	3 → 5	1	614	81.11	99.19	18.08						0.00	0
22	1 → 4	12	297	24.44	47.98	23.54	48	6 → 8	6	540	53.33	87.24	33.90	74	3 → 7	1	615	82.22	99.35	17.13						0.00	0
23	2 → 4	12	309	25.56	49.92	24.36	49	6 → 10	6	546	54.44	88.21	33.76	75	3 → 10	1	616	83.33	99.52	16.18						0.00	0
24	3 → 6	12	321	26.67	51.86	25.19	50	9 → 10	6	552	55.56	89.18	33.62	76	5 → 7	1	617	84.44	99.68	15.23						0.00	0
25	4 → 7	12	333	27.78	53.80	26.02	51	6 → 7	5	557	56.67	89.98	33.32	77	5 → 8	1	618	85.56	99.84	14.28						0.00	0
26	4 → 10	12	345	28.89	55.74	26.85	52	7 → 8	5	562	57.78	90.79	33.01	78	8 → 9	1	619	86.67	100.00	13.33						0.00	0

**Table 3.20.*****Cumulative Frequency Conflict Identification Table***

84.33% Cumulative Frequency Conflict Identification Table					
Relationship number	Affinity Pair Relationship	Conflict	Relationship number	Affinity Pair Relationship	Conflict
1	1 ← 2		27	8 ← 10	
2	1 ← 3		28	2 → 8	
3	1 ← 5		29	4 → 8	
4	2 ← 5		30	5 → 9	
5	2 → 6		31	6 ← 9	
6	2 → 7		32	1 ← 6	
7	2 → 9		33	3 → 8	
8	2 → 10		34	5 → 6	
9	3 → 4		35	5 → 10	
10	3 → 9		36	1 ← 8	
11	7 ← 9		37	4 ← 9	
12	7 ← 10		38	6 → 7	
13	1 ← 9		39	7 → 8	
14	1 ← 10		40	1 ← 7	
15	2 ← 3		41	4 ← 5	
16	3 ← 5		42	9 ← 10	
17	3 → 7		43	4 ← 6	
18	3 → 10		44	6 → 8	
19	5 → 7		45	6 → 10	
20	5 → 8				
21	8 ← 9				
22	1 ← 4				
23	2 → 4				
24	3 → 6				
25	4 → 7				
26	4 ← 10				

In a manner identical to the focus group, a Composite Interview Affinity Relationship Table (ART) (Table 3.21) and a Composite Interview Relationship Diagram (IRD) (Table 3.22) were constructed.

Table 3.21.

**Composite Interview Affinity Relationship Table (ART)**

Composite Interview Affinity Relationship Table (ART)			
Relationship number	Affinity Pair Relationship	Relationship number	Affinity Pair Relationship
1	1 ← 2	27	8 ← 10
2	1 ← 3	28	2 → 8
3	1 ← 5	29	4 → 8
4	2 ← 5	30	5 → 9
5	2 → 6	31	6 ← 9
6	2 → 7	32	1 ← 6
7	2 → 9	33	3 → 8
8	2 → 10	34	5 → 6
9	3 → 4	35	5 → 10
10	3 → 9	36	1 ← 8
11	7 ← 9	37	4 ← 9
12	7 ← 10	38	6 → 7
13	1 ← 9	39	7 → 8
14	1 ← 10	40	1 ← 7
15	2 ← 3	41	4 ← 5
16	3 ← 5	42	9 ← 10
17	3 → 7	43	4 ← 6
18	3 → 10	44	6 → 8
19	5 → 7	45	6 → 10
20	5 → 8		
21	8 ← 9		
22	1 ← 4		
23	2 → 4		
24	3 → 6		
25	4 → 7		
26	4 ← 10		

Table 3.22.

### Composite Interview Relationship Diagram (IRD)

Composite Interview Tabular IRD													
	1	2	3	4	5	6	7	8	9	10	OUT	IN	$\Delta$
1		←	←	←	←	←	←	←	←	←	0	9	-9
2	↑		←	↑	←	↑	↑	↑	↑	↑	7	2	5
3	↑	↑		↑	←	↑	↑	↑	↑	↑	8	1	7
4	↑	←	←		←	←	↑	↑	←	←	3	6	-3
5	↑	↑	↑	↑		↑	↑	↑	↑	↑	9	0	9
6	↑	←	←	↑	←		↑	↑	←	↑	5	4	1
7	↑	←	←	←	←	←		↑	←	←	2	7	-5
8	↑	←	←	←	←	←	←		←	←	1	8	-7
9	↑	←	←	←	←	↑	↑	↑		←	5	4	1
10	↑	←	←	↑	←	←	↑	↑	↑		5	4	1
Composite Interview Tabular IRD - Sorted in Decending order of $\Delta$													
	1	2	3	4	5	6	7	8	9	10	OUT	IN	$\Delta$
5	↑	↑	↑	↑		↑	↑	↑	↑	↑	9	0	9
3	↑	↑		↑	←	↑	↑	↑	↑	↑	8	1	7
2	↑		←	↑	←	↑	↑	↑	↑	↑	7	2	5
6	↑	←	←	↑	←		↑	↑	←	↑	5	4	1
9	↑	←	←	↑	←	↑	↑	↑		←	5	4	1
10	↑	←	←	↑	←	←	↑	↑	↑		5	4	1
4	↑	←	←		←	←	↑	↑	←	←	3	6	-3
7	↑	←	←	←	←	←		↑	←	←	2	7	-5
8	↑	←	←	←	←	←	←		←	←	1	8	-7
1		←	←	←	←	←	←	←	←	←	0	9	-9
1	Common Goal					6	Team Recognition						
2	Interpersonal Style					7	Teamwork						
3	Personal Accountability for Self					8	Creativity						
4	Enabling Environment					9	Trust in the Team Capability						
5	Positive Attitude					10	Open Interactions						

5 Primary Driver  
3 Secondary Driver  
2 Secondary Driver  
6 Secondary Driver  
9 Secondary Driver  
10 Secondary Driver  
4 Secondary Outcome  
7 Secondary Outcome  
8 Secondary Outcome  
1 Primary Outcome

Once all the interviews had been coded, the data from the interviews was summarised to create a combined SID that represented a composite of the individuals experience with the phenomenon (Northcutt & McCoy, 2004).

### 3.14. INTERVIEW SYSTEMS INFLUENCE DIAGRAM

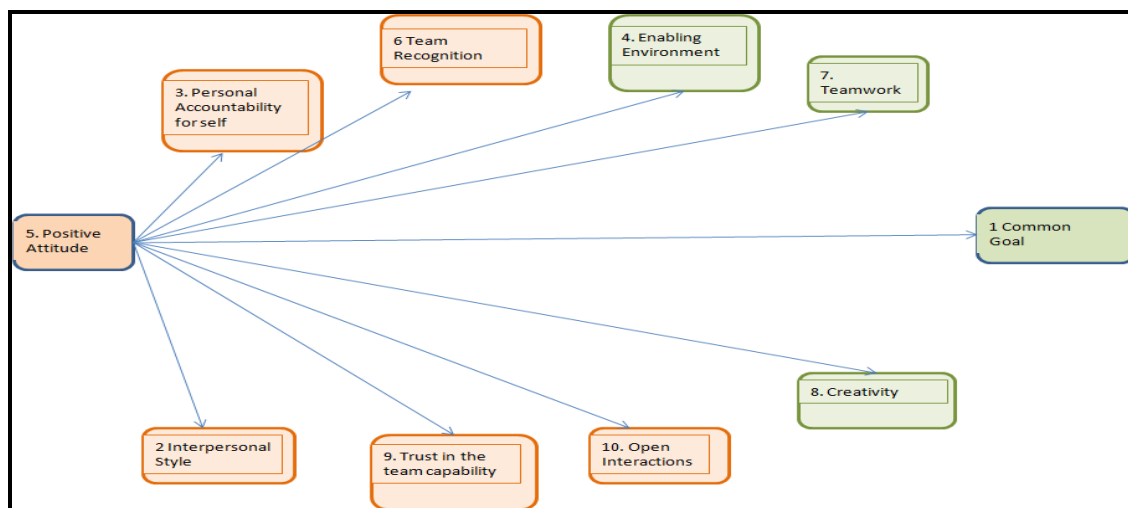
The Systems Influence Diagram (SID) is a visual representation of an entire system of influences and outcomes and is created by representing the information present in the IRD as a system of affinities and relationships among them. The graphic representation of relationships allows one to see vividly how the system maintains its dynamics and where a system might be influenced to change its outcomes. It highlights relationships among affinities that might be responsible for a system's dynamics, and it invites analysis to improve or influence the system (Northcutt & McCoy, 2004).

#### 3.14.1. Describing the Affinities and their Relationships

During the theoretical coding part of the interview, links between the affinities were explored and identified. The link between the affinities and the interpretation of these is explored in detail below.

##### 3.14.1.1. Positive Attitude

The leaders themselves are a key force in ensuring that peer interaction in a leadership team is effective. Positive Attitude is a major component that drives the system (Figure 3.1) as it has a direct impact on all the elements of the system.



**Figure 3.1: Positive Attitude in Relation to the Other Conditions of Peer Interaction Effectiveness**



These were the participant's actual responses to positive attitude in relation to the elements of the system.

### **(1) Common Goal**

"Your attitude will guide and inform how you choose to approach achieving the goal". "A negative attitude will prevent you from reaching the goal; a positive attitude encourages solutions to reach the goal". "Positive attitude helps you realise that there are ways to achieve the goal". "With a positive attitude you can achieve a common goal quicker". "If your attitude is good, you will be able to achieve what everyone else aims to achieve, it helps you to get onto the same page with others".

### **(2) Interpersonal Style**

"My attitude will influence the way I interact". "It will influence how I speak to my team". "A positive attitude will determine if you come across as a dictator or as collaborative". "Your attitude influences your interpersonal style. If your style is not positive going out then you are unlikely to see the same in others around you". "If you have a negative attitude, you may possibly use a style that is one of enforcement. Whereas if you have a more positive attitude, it is more engaging and your style is more inclusive". "Once your attitude is that of wanting to achieve something and be a part of something, then this will guide your style".

### **(3) Personal Accountability**

"You have to learn how to be professional. It's a choice. So you would have to come in with an attitude to learn and shape yourself". "It starts with your attitude to drive a maturity in your disposition". "If I have an attitude of wanting to do something better, it will reinforce my personal disposition and accountability". "A leader's attitude helps them to be more accountable for themselves and the people they are working with and leading are likely to develop the same approach to accountability through role modelling". "A leader leads by example. Their attitude keeps them consistent and authentic in terms of doing what they say they will do".

### **(4) Enabling Environment**

"It takes a positive attitude to create an enabling environment". "As a leader your attitude determines if you can and how you change the environment".

**(6) Team Recognition**

“If you are not open and you are not motivating people to get somewhere, then you won’t recognise your team”. “With a positive attitude you will seek things to recognise”. “With a positive attitude, we will find what is right”. “A positive attitude is when you’re saying that a team is what makes things happen”. “If you have a positive attitude you will be able to see and recognise what is good with the team and recognise it”.

**(7) Teamwork**

“I would need to have a positive attitude of ‘we can get there’ to bring everyone along on the journey”. “A positive attitude assists teamwork as you are seeking solutions”. “If you are not showing a positive attitude in the team, you will never get them to work together because you say yes, but your actions say no. It creates distrust if you don’t walk the talk”. “A positive attitude allows you to have the team working together, having open conversations with one another as they brainstorm issues”. “If your attitude is positive you will get the best out of your team”.

**(8) Creativity**

“A positive attitude allows me to find solutions”. “A positive attitude encourages the best and creativity in others”. “If you don’t have a positive attitude that you can actually do something or find a solution, you can just as well not even try”. “If you have a negative you close off your creativity, a positive attitude opens up your creativity”. “If you are a positive person it will lean you toward being creative. You will be able to see and think outside of the box. You will look for solutions”.

**(9) Trust in the Team Capability**

“If you believe we can do it and we are going to get there, this mindset will shape how you engage with building trust in team capability”. “Speaks a lot about having trust in the team and how informs me to look for ways to trust people in my team more”. “If you show a positive attitude that they can actually do something, it will encourage them to believe in themselves and find ways to do it”. “If you have a positive attitude you will trust and build your team”.

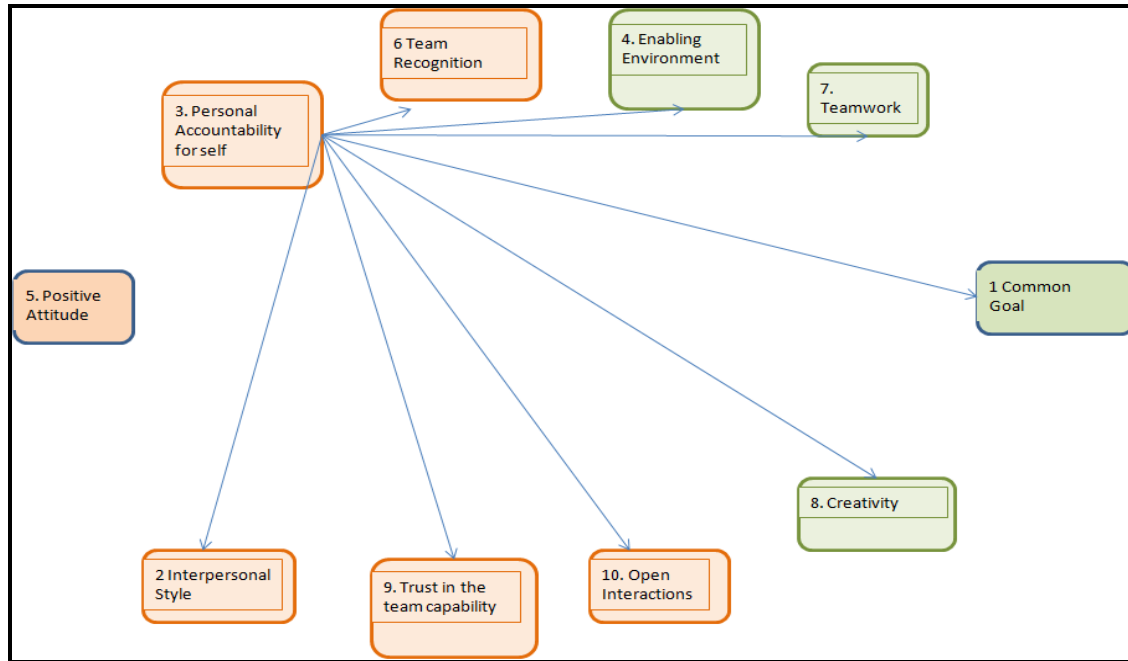
**(10) Open Interactions**

“A positive attitude will encourage and draw out open interactions in others”. “Your positive attitude will lead into how you engage in your interactions”. “Your interactions display your attitude”. “There will not be discussion about anything if you have a poor attitude”. “You will be

able to create an environment where communication is open. You will be able to communicate with and encourage communication at all levels”.

### 3.14.1.2. Personal Accountability for Self

Personal Accountability for Self drives eight elements of the system (Figure 3.2).



**Figure 3.2: Personal Accountability for Self in Relation to the Other Conditions of Peer Interaction Effectiveness**

These were the participant's actual responses to interpersonal accountability for self in relation to the elements of the system.

#### (1) Common Goal

“It helps in selling the goal”. “Acting in a way that supports the goal through role modelling”. “Leader needs to take a personal accountability to achieve the goal” “A mature disposition and responsibility shows your fellow team members to do the same and that helps you get to the goal”. “If you want people to get to the goal and open to discussing issues then it will help you get there”. “Way you bring yourself across impacts on how you bring yourself to the approach and style in how you engage the conversations and goal”. “If we don’t take our accountability for our part and role in achieving the goal, it won’t happen easily”. “Leaders that have a chip on their shoulder about issues won’t create an environment where we share goals necessarily”. “Need to show people that you believe you can achieve the goal”.

**(2) Interpersonal Style**

“The personal disposition of a leader influences a leader’s interpersonal style”. “If I am not professional and I don’t know how to speak to people, then it will have an impact on my interpersonal style”. “Your maturity and who you are as a person will impact on your interpersonal style”. “If you are not authentic then it will break your interpersonal skill with people. People will not trust you to do things or to work with you”.

**(4) Enabling Environment**

“Creates an empowering space for people to do their job”. “A leader has to create that environment”. “If you are coming across as professional and somebody that can be approached it encourages an enabling environment”. “If you are mature as a person you will seek the platform for people to grow”. “When someone is personally accountable for what they do, you will trust them more to do their jobs. You know where their boundaries are and that they won’t overstep them and go too far”. “If you are a leader that is an all-round person that doesn’t have a chip on your shoulder, you will include people and therefore will create the environment in which they can thrive”. “If you are accountable as a leader, the people around you will also want to be on the same page as you. As a leader you are creating the environment”.

**(6) Team Recognition**

“Have to have a mature disposition – it is key to recognising your team. Knowing the right moment and the right way”. “A leader’s personal disposition will influence how I manage the culture of team recognition”. “If you have a maturity, you will look at the bigger picture of your team and recognise”. “You as a leader need to recognise people and not take the shine for yourself”. “Your disposition will give team encouragement to do more. They need to be willing to want to work for you”. “If you are a leader that is unbiased or only interested in their own personal development, you are not going to recognise the teams’ contribution in whatever you are both doing”.

**(7) Teamwork**

“Leader that is involved will influence teamwork through role modelling and if they are not taking accountability it will impact on the team”. “Influences how you influence your team and how it works”. “Affects teamwork and how you work with that team”. “Maturity will influence what you get out of your team”. “If you show you are a person that is accountable then others will do the same”. “If you are a leader that is selfish you will not involve anybody in the team decision,

because you will prefer to make all the decisions yourself". "If your people can see that you are willing to fight for them, they will fight for you".

### **(8) Creativity**

"When a leader has a view or belief that says there is a solution or there must be a way, then this will lead to creativity to find a way". "When you plant the seed, you let them grow". "If you have a creative disposition, it would help with creativity". "Maturity is allowing people to be creative - create the space for people to be creative". "Accountability urges you to think creatively at times to find ways to resolve problems or issues". "If you're a very selfish leader, you almost get bound by your concerns about how others perceive you and so you may not then be open to having weird ideas". "Need to be open-minded so don't close self down to ideas, your own and those around you".

### **(9) Trust in the Team Capability**

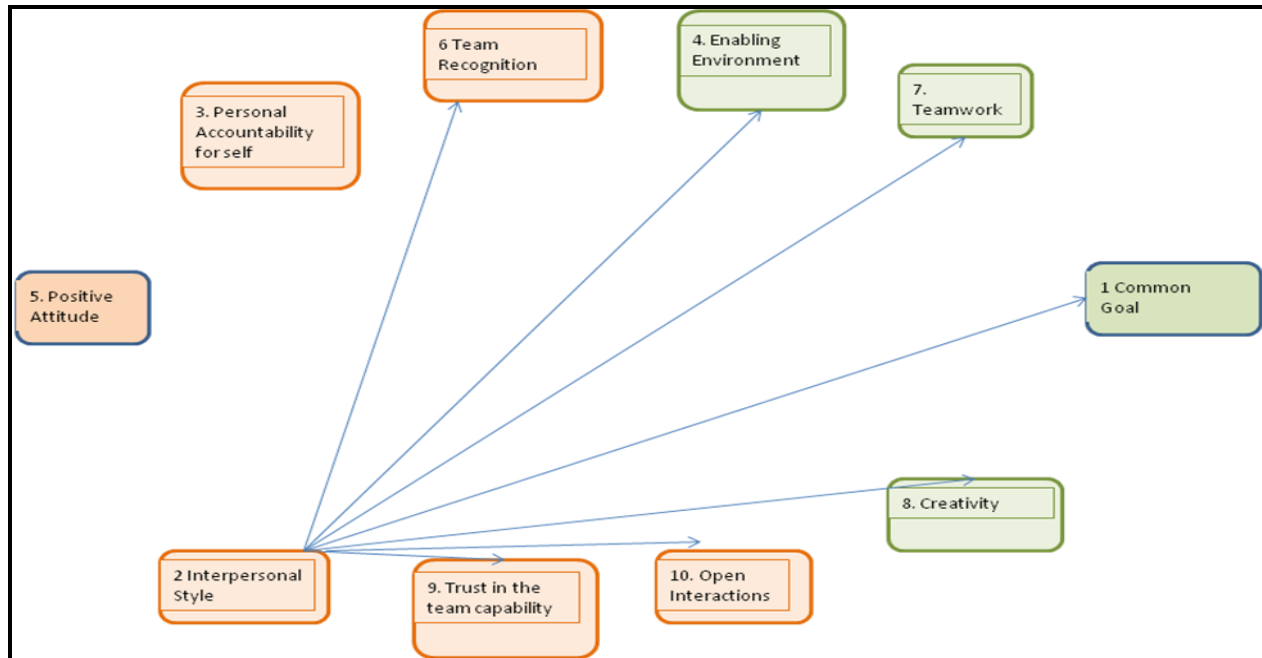
"Leader will recognise and try to create those skills within the team". "Accountable for your team and knowing what they need so that you can support them". "If my team knows that I am there for them and they can come to me and ask me anything then they will trust in me and in themselves, knowing that they have someone routing for them". "If you have a maturity you will trust people appropriately". "If you show you are mature in being accountable, they will also be accountable which reinforces their capability. Encourages honesty for capability, not hiding it". "If you are a leader that is not so open to others and you want all the recognition for yourself, you are not going to trust anybody else to do a better job than you. You may believe you are the only one that can do the job right" "As a leader you need to be able to pick up on the team's capability and expertise in the team. If you are not aware of this, can impact on how you develop your team".

### **(10) Open Interactions**

"I would need to be open to encourage open interactions". "The way you are will allow open interactions". "Up to you to take the initiative in communication – creates permission for others to take the initiative to approach you in similar situations". "If you have a disposition that believes you are the only one that can do it right, you are not going to bother to ask anybody else or communicate with them. It starts with me". "I should be able to have a way of communicating with the team. If that doesn't work it is up to me to find a more effective way of communicating with the team in a clear way".

### 3.14.1.3. Interpersonal Style

Interpersonal Style drives seven elements of the system (Figure 3.3).



**Figure 3.3: Interpersonal Style in Relation to the Other Conditions of Peer Interaction Effectiveness**

These were the participant's actual responses to Interpersonal Style in relation to the elements of the system.

#### (1) Common Goal

"How the person conducts themselves and so this is able to influence others to attain the goal". "Interpersonal style helps to create a common goal". "Way you bring the goal across - dictator or collaborative buy-in". "Without the right interpersonal style it will be hard to attain the common goal". "In order for people to achieve a common goal you need to be confident in your style and communication about the goal". "Engaging people in a positive way, motivating them to deliver the common goal". "Interpersonal style helps with gaining buy-in into a common goal. Open and discussions to make sure people are on the same page. They need to be involved".

#### (4) Enabling Environment

"If a person cannot come to me and speak to me about stuff then there is no way that the environment will be seen as enabling". "Need to be open to encourage people to engage". "As a leader your style will allow for an enabling environment or not". "If style is autocratic, you won't

enable people in their environment". "If a person cannot come to me to speak to me about stuff then there is no way that the environment will be seen as enabling. Need to be open to encourage people to engage". "By opening doors, creating autonomy and planting seeds". "Will create the enabling environment and forums if it's important to the leader".

## **(6) Team Recognition**

"Your style will determine team recognition. If it's your style to recognise, you will. If it's not, you won't". "If you have a style of management that is inclusive, you clearly understand the team's contribution to something, like a goal, and then you would recognise them for that". "Your style will influence how you approach people and complement them or recognise the team or not". "If you don't have the interpersonal style to recognise them you can recognise them but they won't notice as you will be recognising in the wrong way". "You have to have a certain way of speaking for your team to listen to you". "How you engage will influence team recognition. If autocratic you'd just say get on with it and do the job. If you are more open, then you'd be more open to recognising and rewarding teams".

## **(7) Teamwork**

"Your style will help motivate the team". "If you have got a more inclusive style, you are more inclined to use and shape teamwork". "Your style and how you conduct yourself will influence how the team works together". "If you can't speak to them properly, you're not going to get them to work together". "If I am not coming across as someone who has an open door policy where you can come in and talk to me then teamwork may be difficult. They may not even listen to me when I speak". "It's key as it shapes the environment that encourages teamwork". "Autocratic style will erode teamwork, less involvement in teamwork. People might be more anxious about sharing their views as they are worried about being shut down".

## **(8) Creativity**

"Some people are naturally creative and influence creativity through their style". "Style will allow and encourage creativity". "If I am open to hearing what you say then my team will be open as well to think out of the box and come up with new ideas, be motivated". "Interpersonal style allows you to plant seed for people to run with". "Would create the space that allows creativity, rather than just telling people what to do".

### (9) Trust in the Team Capability

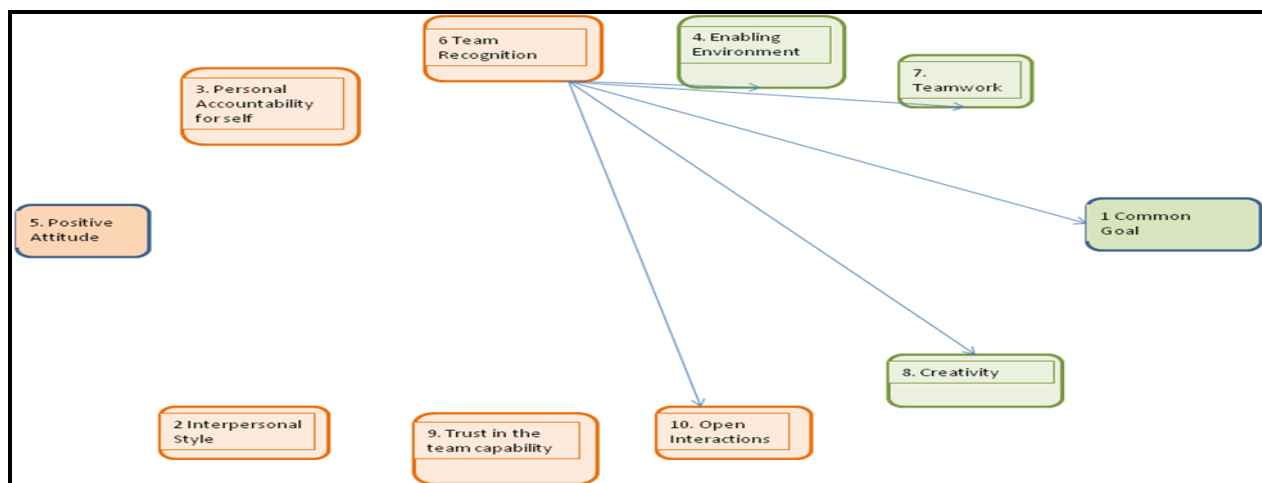
“As a leader you need to identify which team members have what skills and who can do what so that you can mindfully work with the team. Work with each member in terms of developmental plans, etc.”. “Style will influence whether you are going to hold people accountable and use their expertise”. “If you have a trusting nature you will not micromanage. Not trusting you may micromanage”. “If you don’t have the right style, you won’t show that you are interested in or trust their capability”. “Your style will impact on your mentoring style which would influence the team’s development”. “If you were autocratic it would be hard to trust the team capability. Would do it yourself”.

### (10) Open Interactions

“As a leader you need to be open and approachable to encourage open interactions”. “Your style determines whether you are open to views other than your own”. “A leader’s interpersonal style could either be do as I say which would close down communication, or it could be a style where I encourage open communication”. “Your style will influence interactions. If your style is dominant then you will not encourage open interactions”. “If I come across as being very stand-offish and people are afraid to speak to me then we are not going to get to any of the things we need to be effective”. “Without the right style you are not going to get open interactions”.

#### 3.14.1.4. Team Recognition

Team Recognition drives five elements of the system (Figure 3.4 Team Recognition).



**Figure 3.4: Team Recognition in Relation to the Other Conditions of Peer Interaction Effectiveness**



These were the participant's actual responses to Team Recognition in relation to the elements of the system.

### **(1) Common Goal**

"Recognising the team will help you build and encourage the team to reach the goal". "Helps encourage people to attain a common goal". "While you're working toward the goal, team recognition will feed into a common goal by helping the team feel recognised and on track with the goal. It starts with recognising the team which helps to deliver the goal and then feeds back into the team recognition". "People look for what's in it for me to improve myself and training opportunities that make me more marketable in the journey – if there is an opportunity to grow encourages buy-in to the goal".

### **(4) Enabling Environment**

"When you recognise what people do well, it builds into shaping an enabling environment". "If one is recognising the team, it assists in creating a motivating and enabling environment".

### **(7) Teamwork**

"If you are recognised in the team as adding a contribution you will feel more toward working as a team". "If you feel you are contributing, it encourages you to work as a team". "Have to start recognising the team to build teamwork".

### **(8) Creativity**

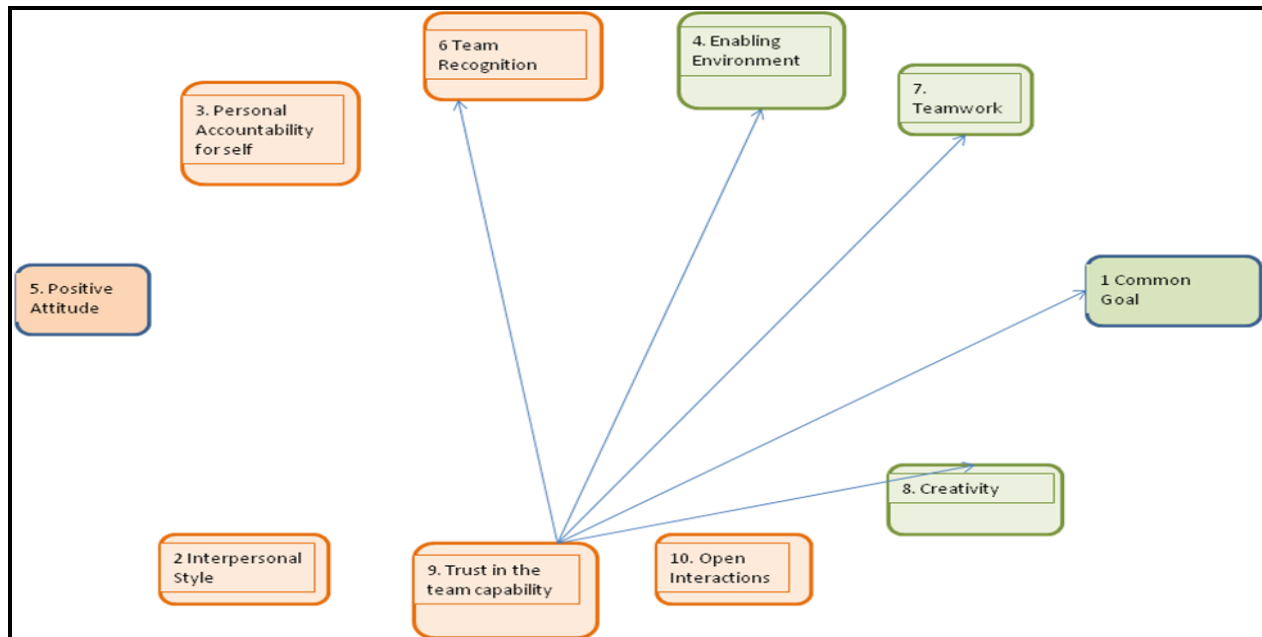
"Team recognition encourages the sharing of ideas and creativity". "Sparks creativity in certain circumstances". "Encouraging people to be creative".

### **(10) Open Interactions**

"Recognising the contribution a team can make lead to open interactions". "Encourages open interactions".

### 3.14.1.5. Trust in the Team Capability

Trust in the Team Capability drives five elements of the system (Figure 3.5).



**Figure 3.5: Trust in the Team Capability in Relation to the Other Conditions of Peer Interaction Effectiveness**

These were the participant's actual responses to Trust in the Team Capability in relation to the elements of the system.

#### (1) Common Goal

"Team capability can help you to achieve the goal – by knowing what you have in your team. They will plan how we need to do it, achieve it and manage it". "Might as well not have a common goal if you don't trust that the team has the capability". "Dynamics of the team and team skill and trust will feed into the common goal". "Trust in team capability to reassure you that the goal is achievable". "If your people have the skills, it will help you to achieve your common goal". "Keeping the team capable of any goal that may arise. Ensure that they are ready to work with any goal that may arise". "Without trust in the team's capability, you will only have your ideas and make it more difficult to achieve a common goal".

**(4) Enabling Environment**

“If you don’t trust the team, you won’t enable the environment”. “Trust and scope as a team will help shape an enabling environment”. “When you trust that others are capable of doing what they say they can do on their own, it creates an enabling environment”.

**(6) Team Recognition**

“When the team expertise is being accessed and the team are accountable for this, it results in team recognition”. “Team expertise and accountability allows you to recognise them”. “When you are good at something, you will be recognised for it”. “When people are capable of doing things the way you can trust, then it drives an opportunity to recognise the team”. “Have to trust the team’s capability to ensure that the team delivers and is recognised”. “Need to make sure that the team is capable before you can start recognising them”. “With skills you will achieve, which will lead to team recognition”.

**(7) Teamwork**

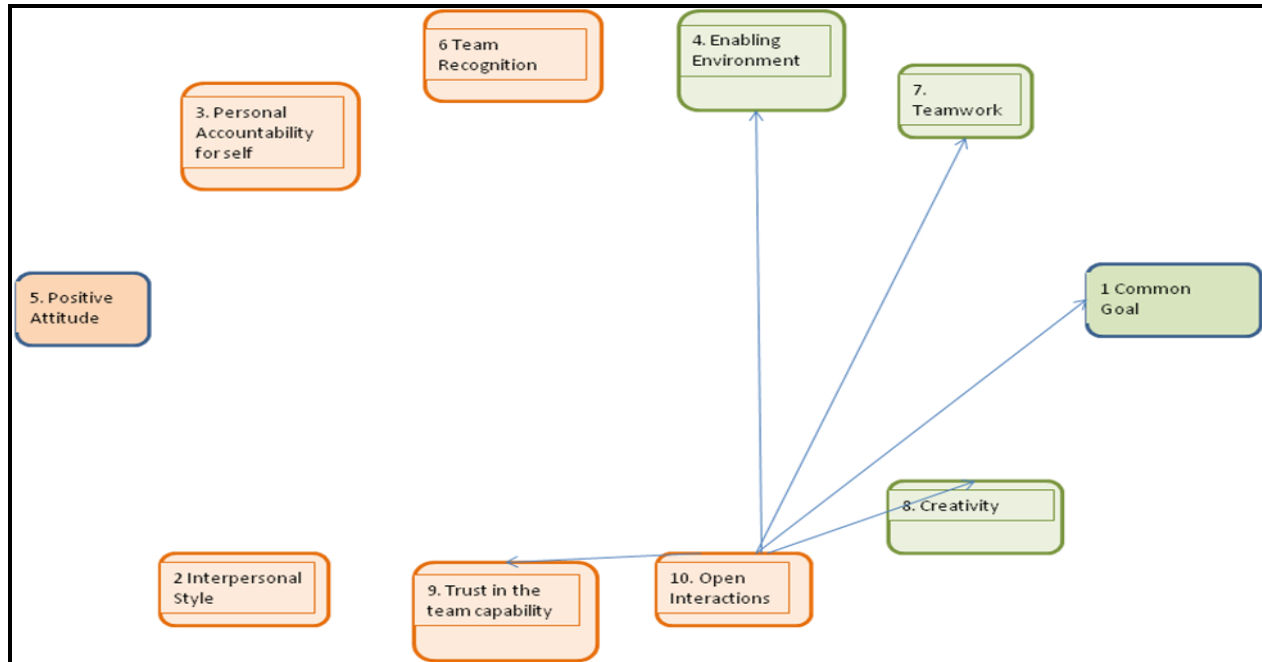
“You need to bring the expertise into the team”. “Must have faith in the team’s ability – if this is not there, the individuals will struggle to work as a team”. “If every person in the team does not have trust in the rest of the team members, then you will never have teamwork because you will always be talking about the one that is not pulling their weight”. “In order for me to trust that everyone knows what they are doing and if they don’t know, then to encourage that we speak about it so that we can all work together”. “Need to make sure the team is capable first so that they can work well as a team”. “Need to ensure that the team trusts their collective skills to facilitate teamwork”.

**(8) Creativity**

“We need to be experts in our roles to be creative in our roles”. “If you don’t trust the team and their abilities you are not going to allow them the space to be creative”. “Your skill levels, expertise and accountability will contribute to your ability to think of creative solutions”. “You need to have trust in the team’s capability to sometimes come up with an idea”. “If you are confident in your skills then you would be open to thinking outside the box and coming up with new ideas”. “Trust in the team capability is the foundation which leads to creativity”. “There needs to be an element of team accountability to exercise creativity”.

### 3.14.1.6. Open Interactions

Open Interactions drives four elements of the system (Figure 3.6).



**Figure 3.6: Open Interactions in Relation to the Other Conditions of Peer Interaction Effectiveness**

These were the participant's actual responses to Open Interactions in relation to the elements of the system.

#### (1) Common Goal

"The way we interact will influence the goal, positively or negatively". "If we don't have the ability to interact openly, then we will not tell people where we are going off track and then we are going to go astray". "If your people are not aware of where you want to go and ways in which you would like to get there, and if you're not open about the positives and negatives, then there is no ways that you will be able to get to the goal". "We need open interactions to get to a common goal, to see and explore opportunities that are there". "Engaging with others to achieve a common goal".

#### (4) Enabling Environment

"If communication is good then you can utilise resources properly and create an enabling environment". "Through these open interactions, you are creating an enabling environment". "If

you don't tell the person that you are happy with what they are doing, you will limit an enabling environment". "Open communication creates an enabling environment".

### **(7) Teamwork**

"Enhances communication around teamwork". "If you are not open to discussing issues, there will be no teamwork". "The ability to communicate with each other impacts on teamwork". "Need to be available and approachable to finding ways of how to work together better as a team". "Open interactions are critical as it helps us in our need to know how we are going to be able to work together". "Helps facilitate teamwork". "Creates the environment that is conducive to teamwork".

### **(8) Creativity**

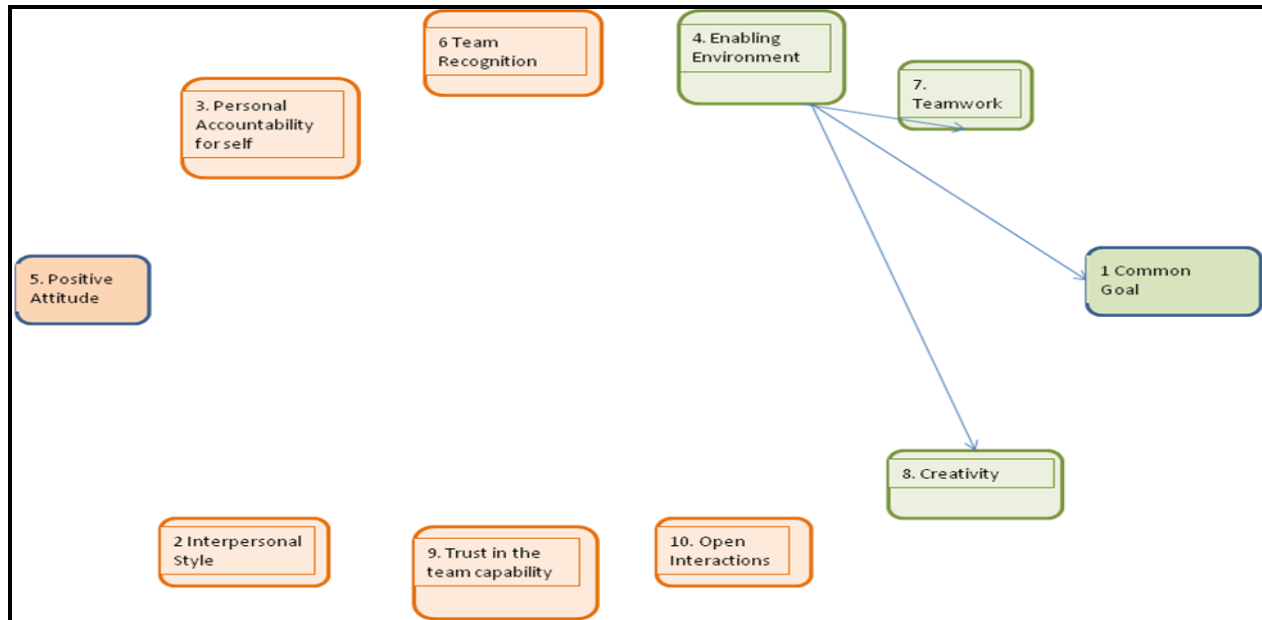
"If there is a team effort that requires effective communication, then open interactions is key to shape creativity". "Must be open communication and interaction to explore the pros and cons of ideas". "I might have the spark of the idea but open interactions creates the platform to brainstorm and find creative solutions". "Communication is the foundation for everything – if we are a team that is open with capability and skills then we are going to find solutions for things. Also helps us to encourage and get other people's opinions". "An open channel of communication inspires creativity". "Without open interactions you could stifle people's thinking and close things down".

### **(9) Trust in the Team Capability**

"Communication in different levels in terms of what each person needs to do is required to develop trust in the team capability". "When we are open with one another, I trust what you are saying that builds further trust in your capability". "One on one open interactions show that you trust in them, that they are capable". "If you don't know how to do something, don't be afraid to come and ask for help and support from one another to then build trust in team capability". "When you communicate people know where we stand with one another and create trust in team capability".

### 3.14.1.7. Enabling Environment

Enabling Environment drives three elements of the system (Figure 3.7).



**Figure 3.7: Enabling Environment in Relation to the Other Conditions of Peer Interaction Effectiveness**

These were the participant's actual responses to Enabling Environment in relation to the elements of the system.

#### (1) Common Goal

"Environment needs to be worth it, where people have the same spirit. If negative, it will impede the goal". "If not creating an environment where people are able to perform certain functions then might not even bother having a common goal". "Need an enabling environment to help you to achieve the common goal". "An enabling environment helps you to reach your common goal". "Have to create the environment and this helps you to achieve the common goal". "Makes it easier to achieve the goal. Facilitates reaching a common goal. People will be in the right mind space to help them buy into and deliver the goal".

#### (7) Teamwork

"Need enabling environment, if it is good, it will get the best out of people". "Need an enabling environment as it sets the platform for teamwork". "If you have got an enabling environment, teamwork is easier as everyone knows what their role is and it is not all loaded onto one

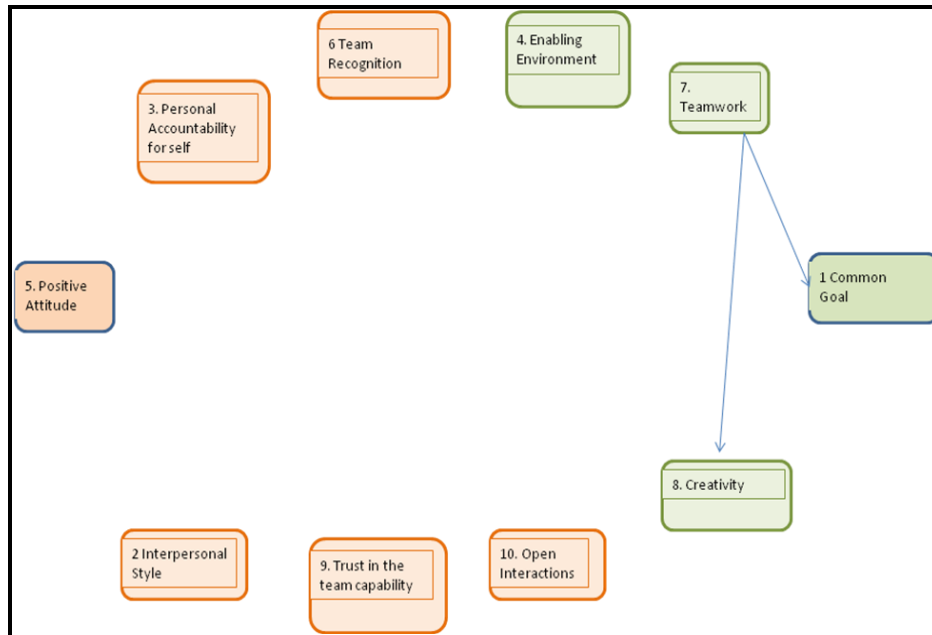
person”. “In order for people to work together and get to a common goal, the environment needs to be created. You need to have space”. “Creates the foundations for teamwork”.

## (8) Creativity

“Enabling environment where you can see the best in people, gives people space to be creative”. “Helps generate creativity”. “Enabling environment gives people freedom to create”. “An enabling environment would help provide the opportunities to be creative”. “Assists with creativity – if we create the space for people to go out and think about it and work it out for themselves”.

### 3.14.1.8. Teamwork

Teamwork drives two elements of the system (Figure 3.8).



**Figure 3.8: Teamwork in Relation to the Other Conditions of Peer Interaction Effectiveness**

These were the participant’s actual responses to Teamwork in relation to the elements of the system.

## (1) Common Goal

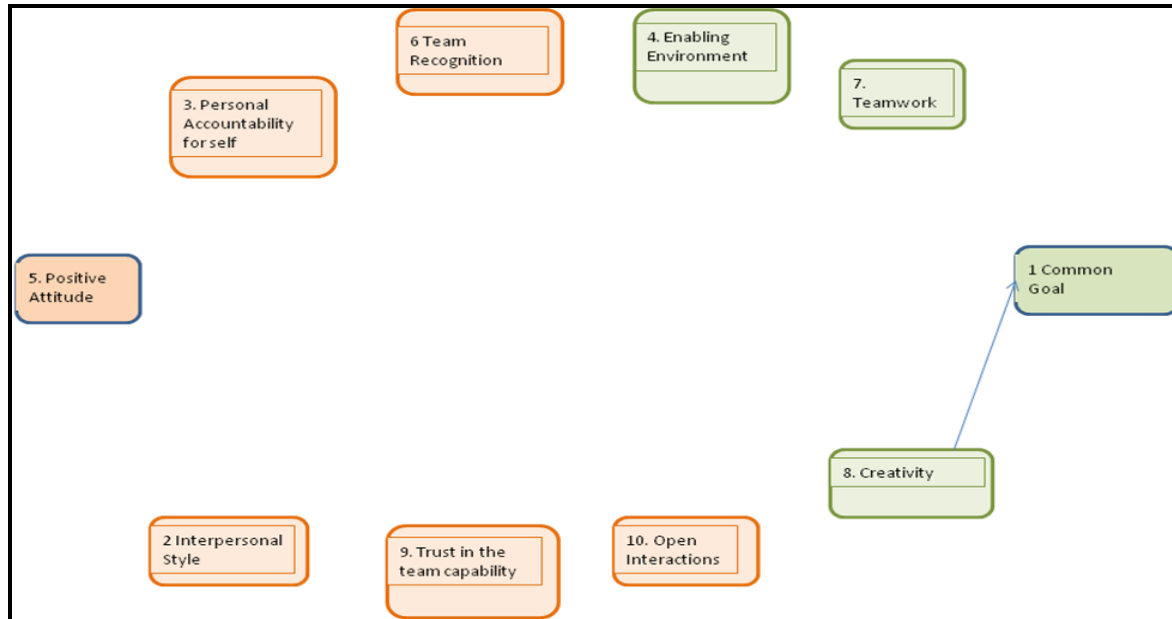
“Without teamwork, we might as well not bother having a common goal”. “Working together collectively to achieve a common goal”.

## (8) Creativity

“Teamwork can lead to creativity. If you work as a team, you can build creativity”. “Do things better and faster – buy in from the team to be creative”. “More people working together to come up with a better decision”.

### 3.14.1.9. Creativity

Creativity drives only one element of the system (Figure 3.9).



**Figure 3.9: Creativity in Relation to the Other Conditions of Peer Interaction Effectiveness**

These were the participant’s actual responses to Creativity in relation to the elements of the system.

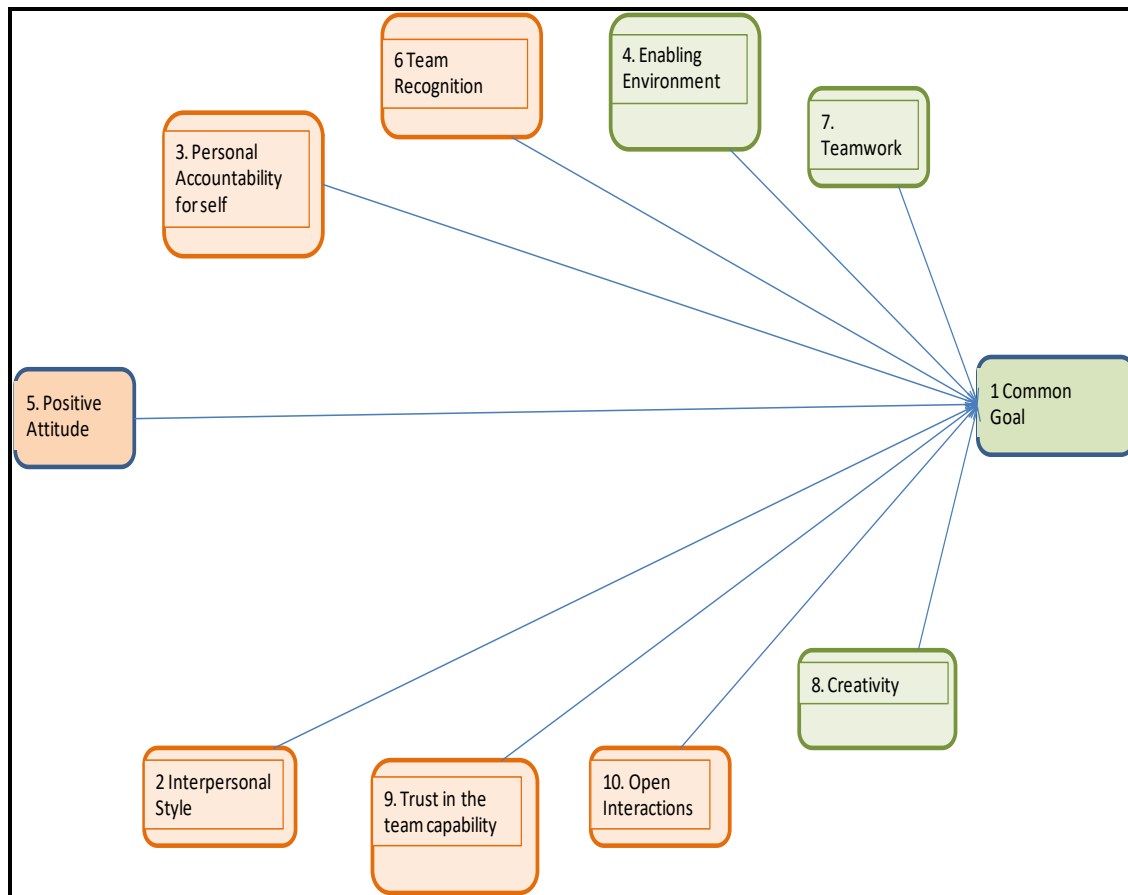
## (1) Common Goal

“Creativity helps you think of ways to achieve the common goal”. “Creativity has an impact on your ability to achieve or exceed at the goal”.



### 3.14.1.10. Common Goal

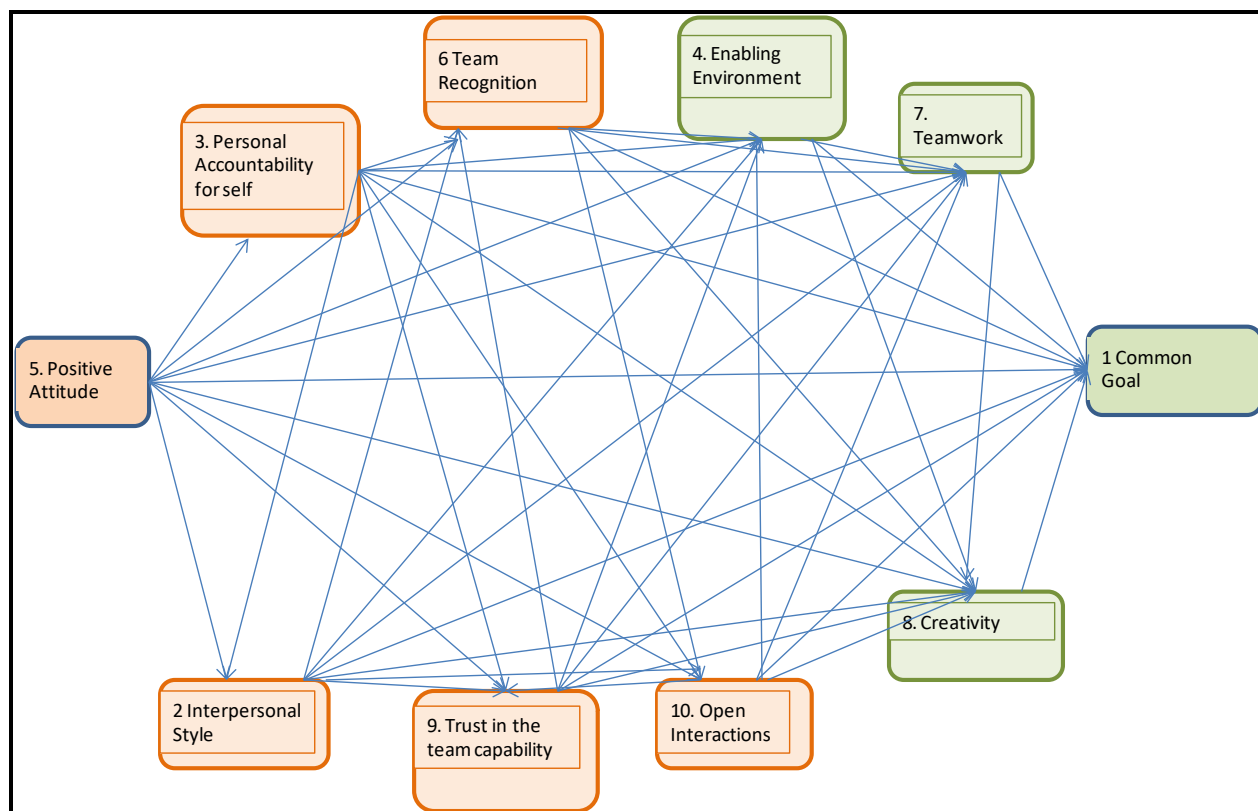
Common goal is a major outcome of the system (Figure 3.10) as it has a direct impact on all the elements of the system.



**Figure 3.10: Common Goal in Relation to the Other Conditions of Peer Interaction Effectiveness**

### 3.14.2. The Interview Cluttered Systems Influence Diagram (SID)

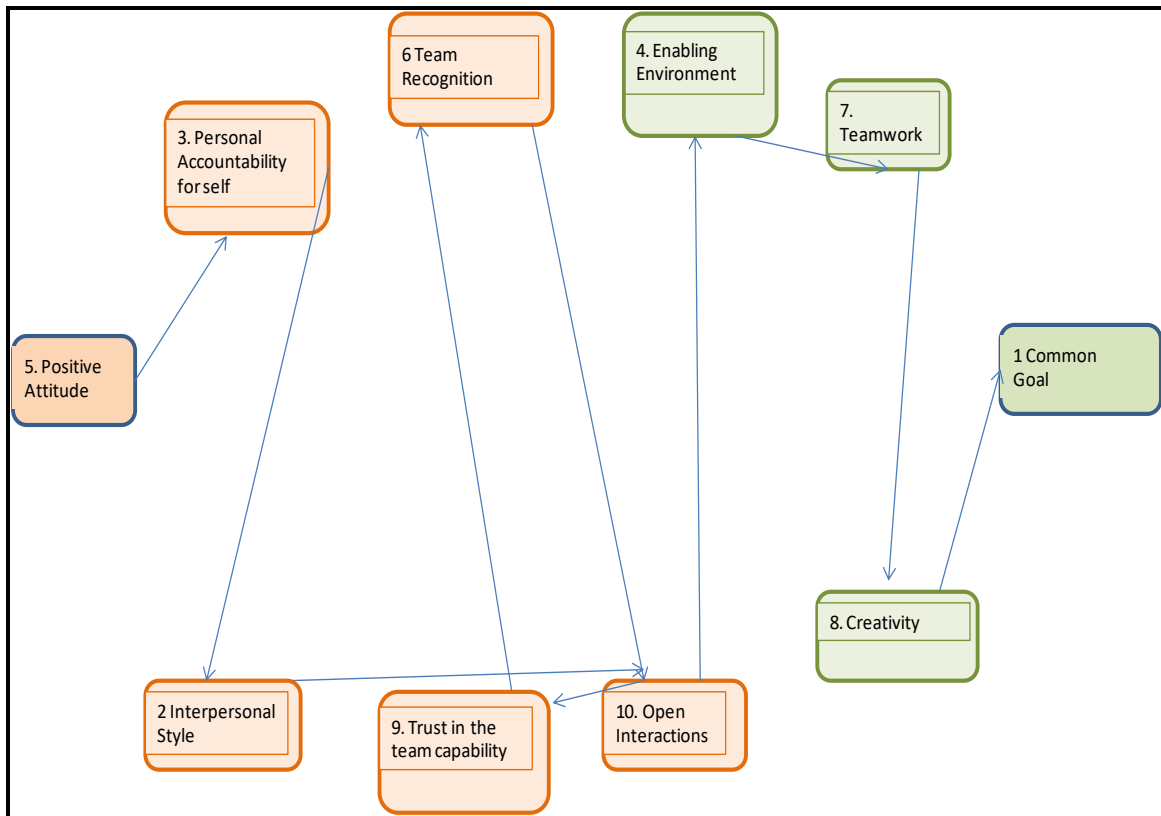
The Interview Cluttered Systems Influence Diagram (SID) was then created, as shown in Figure 3.11. The SID is saturated with links and is a visual representation of the entire system of influences and outcomes and is extremely rich in descriptive capability, but is difficult to use as an interpretive device (Northcutt & McCoy, 2004).



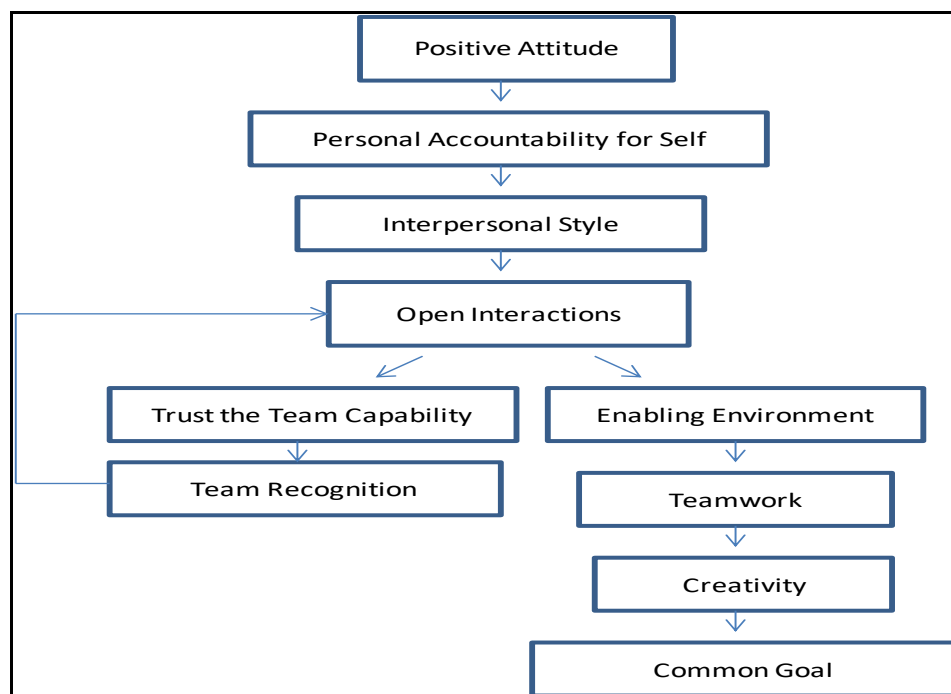
**Figure 3.11: Composite Interview Cluttered Systems Influence Diagram (SID)**

### 3.14.3. An Uncluttered Systems Influence Diagram (SID)

The Cluttered SID is comprehensive and saturated with all the relationships and links and rich with the information above, however, it can prove very difficult to interpret and is too complex to be meaningful. A way to reconcile the richness-parsimony dialectic is to produce a supplementary or secondary SID called the Uncluttered SID, one that has the redundant links removed (Northcutt & McCoy, 2004). In removing the redundant links, the researcher eliminated the links that skip over mediating conditions to achieve a simpler, easier to interpret model, which helped to optimise the explanatory power of the model. A supplementary Interview Uncluttered SID was thus created (Figure 3.12 and Figure 3.13), one that has redundant links removed. This will be used in the interpretation process.



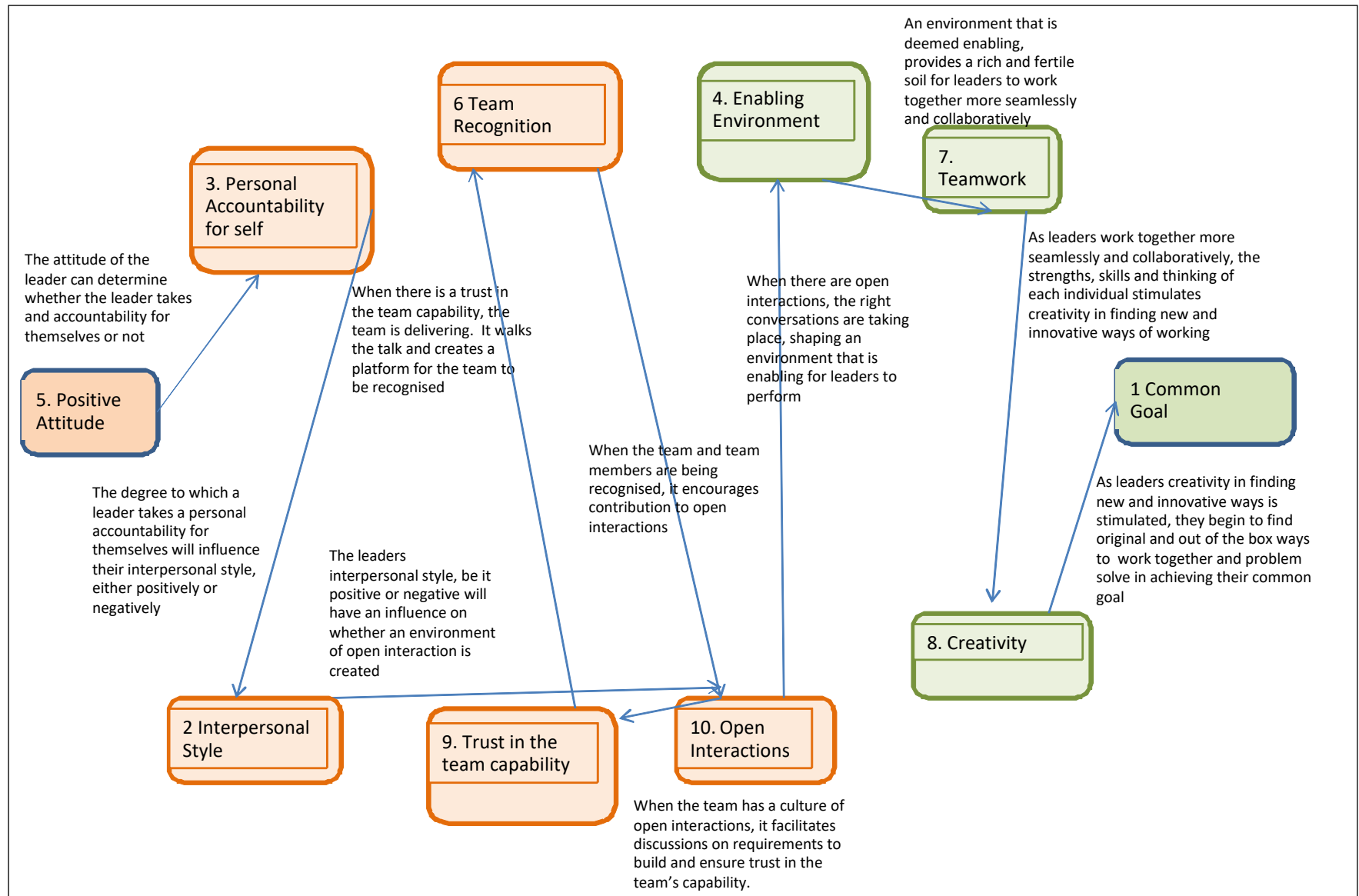
**Figure 3.12: Composite Interview Uncluttered Systems Influence Diagram (SID)**



**Figure 3.13: Composite Interview Uncluttered SID Process Flow**

#### **3.14.3.1. A Tour Through the System**

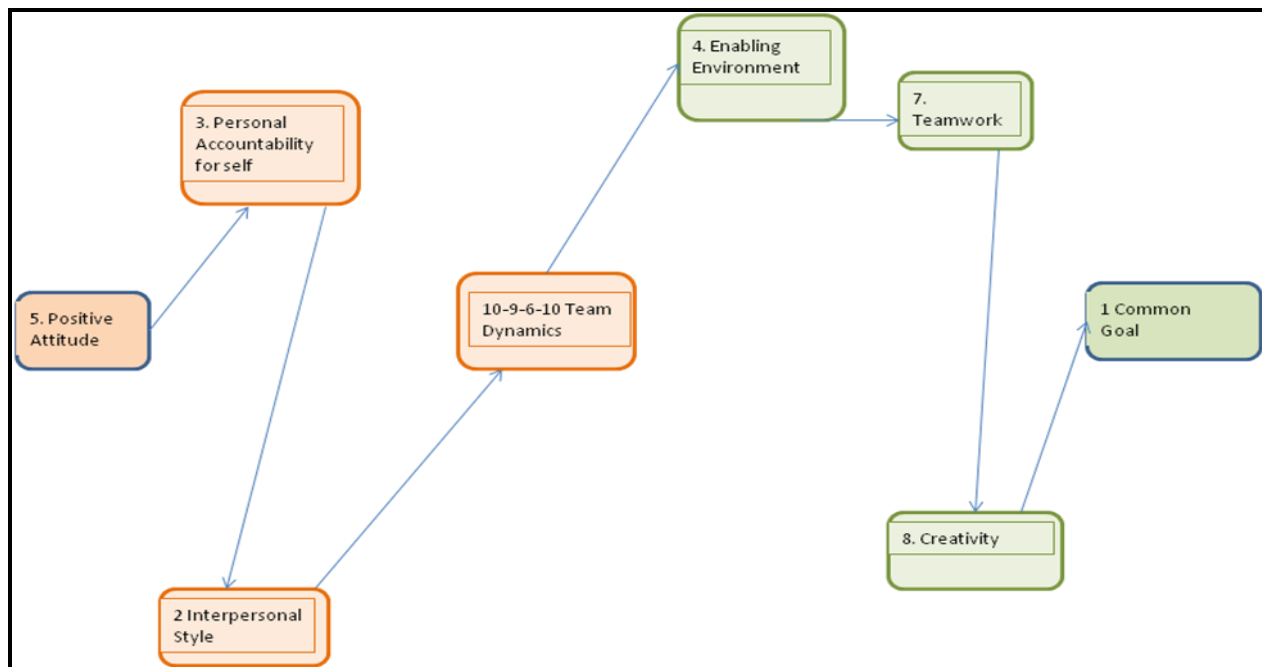
The conditions that contribute to effective peer interaction in leadership teams can be described as a journey, which begins with a positive attitude and ends with a common goal. The system can be traced as a path where each element influences the next. The way in which each affinity is perceived, as either positive or negative, can influence the experience of the affinity that follows next. To better understand the system, it is supplemented by a visual representation in the form of a Theoretical Summary SID (Figure 3.14).



**Figure 3.14: Composite Interview Uncluttered SID Theoretical Summary**

### 3.14.3.2. Feedback Loops, Zooming and Naming

Inspection of the system quickly reveals a feedback loop consisting of Open Interactions, Trust in the Team's Capability and Team Recognition (affinities 10, 9 and 6). A review of these axial codes and descriptions, together with the placement of the loop in the overall system, suggests that the components of a subsystem, called Team Dynamics, have been defined. This “super affinity” can replace the feedback loop via a simple substitution in a new view that is zoomed out with one level, as if viewed from farther away (Figure 3.15)



**Figure 3.15: Zoomed Out View of Interview - Uncluttered SID**

This view is identical to the first uncluttered SID, except that the 3 affinities comprising the feedback loop, open interactions, trust in the team capability and team recognition, have been collapsed, or zoomed out rather, into a more general term, team dynamics.

### 3.15. SUMMARY

This chapter provided an overview of the data generation and analysis process of Interactive Qualitative Analysis (IQA). The Affinity Relationship Table (ART), Interrelationship Diagram (IRD) and a Systems Influence Diagram were created at a focus group level and was used to inform the interview protocol. An Affinity Relationship Table (ART), Interrelationship Diagram (IRD) and a Systems Influence Diagram were created at a Combined Interview level. The next chapter discusses the results and the findings in the light of the relevant literature.

## **CHAPTER 4**

### **DISCUSSION OF RESULTS, RECOMMENDATIONS AND LIMITATIONS**

The primary aim of this study was to explore and identify the generic commonalities in the experiences of leaders working in leadership teams, in their fully situated context, with the aim of providing context-specific guidance to organisations on the role of peer interaction in teams that complements the extant theoretical models on team effectiveness. Exploring the fundamental conditions that allow effective task processes to emerge and that cause members to engage in them wholeheartedly, helped in identifying the emerging themes seen to be the real source of a team's success. This section begins with a summary of the main findings and then provides a discussion summarising the results of the study in accordance with the literature review that was conducted at the onset of the study, focusing on the leaders' experiences with regard to the conditions that they believe to be important to effective peer interaction in leadership teams. The outcome of this analysis will provide guidelines to leadership teams on how best to approach and develop the conditions for effective peer interaction in their leadership teams. The limitations and strengths of this study will then be discussed and recommendations with regard to future research will be suggested.

#### **4.1. SUMMARY OF MAIN FINDINGS**

The research initiating question and sub-questions on which this study is based is the exploration of what makes peer interaction in leadership teams effective. The research initiating question and sub-questions are summarised below with the intent of focusing and structuring the sharing of the findings:

- What makes peer interaction in leadership teams effective, as determined by members of leadership teams themselves.

The sub-questions identified for this study are:

- What are the conditions that make peer interaction in leadership teams effective?
- Of these conditions identified, which are deemed most important for effective peer interaction?
- Of these conditions identified as important for effective peer interaction, which are most critical in terms of the development of the effectiveness of leadership teams?

This study identified ten key conditions (affinities) that make peer interaction in teams effective. They are: the leader's *Positive Attitude*, the leader's ability to take a *Personal Accountability for Self*, the leader's *Interpersonal Style*, *Open Interactions* amongst members of the leadership team, a *Trust in the Team Capability*, *Team Recognition*, an *Enabling Environment*, *Teamwork*, *Creativity* and collaboratively working toward a *Common Goal*. These ten conditions can be described as a journey, beginning with a leader's positive attitude and leading to the achievement of a common goal.

Of the ten conditions (affinities), six were identified as most important. These were: *Positive Attitude*, the leader's ability to accept *Personal Accountability for Self*, the leader's *Interpersonal Style*, *Open Interactions* amongst members of the leadership team, a *Trust in the Team Capability*, and *Team Recognition*, as they were all identified as drivers in the perceived cause-and-effect relationships, with an *Enabling Environment*, *Teamwork*, *Creativity* and collaboratively working toward a *Common Goal* being identified as key outcomes in the cause-and-effect relationship between all of the affinities.

Of the six key conditions that act as drivers in the cause-and-effect relationship, the findings indicate that the leader plays an important role in the effectiveness of peer interaction in leadership teams. This was represented in *positive attitude*, the leader's *Personal Accountability for Self* and *Interpersonal Style* being three of the key drivers of the cause-and-effect reasoning about relationships between the affinities that were identified.

#### **4.1.1. Positive Attitude**

Positive attitude is the primary driver in the system, because of the position on the interrelationship diagram. The cluttered and uncluttered SID indicates that it is the starting point in the effectiveness of peer interaction in leadership teams and has an influence on each of the other conditions in the cluttered SID. The leaders felt that the attitude of the leader is contagious and that could be either positive or negative. Positive attitude was, therefore, seen as both an important and critical condition for peer interaction to be effective. This is no surprise as the comments made by the participants identified how this condition would create a foundation for peer interactions that would encapsulate an encouraging, motivating can-do, solutions-oriented mindset. This was reinforced by comments such as "not giving up", "a belief that there is a better way to do something", "even in bad situations, try and to find the good thing in it as there is always a solution, an answer, we just need to take the initiative to find it", "having one little light



to focus on, the darkness disappears”, “walk towards the problem to help in a positive way”, “a willingness to help”, “no blame”, “supportive and give people the space to grow”, “owning your space”, “showing up and being willing to contribute”, and “a good sense of humour”.

The participants’ opinions about this affinity were quite homogeneous and seen as a driving force for the attitude and energy that would be the foundation of all interactions. What was interesting in the discussions regarding attitude was that leaders believed that a positive attitude is an important attribute for leaders to have in ensuring effective peer interaction. In addition, they noted, as a side comment, that when others have a positive attitude it can be contagious and reinforce one’s own positive attitude and the positive attitude of the team, at times too. However, they were of the firm opinion that the strongest directional relationship was positive attitude into personal accountability for self. They were of the opinion that it is the attitude of the leader that determines whether a leader takes accountability for themselves or not. This relationship was highlighted in the uncluttered SID.

#### **4.1.2. Personal Accountability for Self**

Personal accountability for self was seen as a secondary driver. This factor was also seen as both an important and key condition for the effectiveness of peer interactions, having an influence on all the other conditions, other than positive attitude in the cluttered SID. In the uncluttered SID, positive attitude was seen as an input to Personal accountability for self. Personal accountability for self was described by participants as the disposition of the leader which was deemed important as leaders role model behaviour to one another and the organisation. The participants’ opinions about this affinity were quite homogeneous and seen as leaders having a disposition of authenticity, honesty, taking a personal responsibility and accountability for themselves, their role and their work ethic as well as having respect for others, regardless of their position. It became evident from the conversations that the participants felt that without leaders taking a personal accountability for self it would be very difficult to set the tone for interactions and build trust, as doing so needed to start within each leader themselves. This was evident in participant comments such as “walking the talk”, “being available and approachable and living what you say”, “owning and admitting to your mistakes and being willing to learn from them”, “consistency as a leader gives confidence to others in knowing that they can depend on you”, “need to role model and show them ways of doing things”, “people are drawn to your professional disposition and role modelling or they will, at the very least, determine your credibility on it”, “engage the team honestly and respectfully”, “allow people the space and

freedom try things and also to admit their mistakes”, “taking pride and accountability for my contribution and the quality of my information and work”, “we hold ourselves accountable without having to be checked and monitored all the time”, “making decisions and sticking with it”.

Participants were unanimous that the directional relationship was personal accountability for self into interpersonal style, as indicated in the uncluttered SID. They were saying that without an authentic, honest, accountable, respectful disposition it would be difficult for leaders to engage in a style consistently. The degree to which a leader takes personal accountability for themselves will influence their interpersonal style, wither positively or negatively. The journey to an effective interpersonal style, therefore, needed to begin with the leader being aware of and taking account of his or her disposition, from within.

#### **4.1.3. Interpersonal Style**

Interpersonal style was also seen as a secondary driver and as an important and key condition for effectiveness of peer interactions, having an influence on all the other conditions, other than positive attitude and personal accountability for self in the cluttered SID. Positive attitude and personal accountability for self were seen as inputs to Interpersonal style. This condition was described by participants as the leadership style of the leader which was deemed important as it both determines the influence that leaders’ will have in shaping an interaction style with one another and members within the team, and the greater organisation, as well on the behaviour they role model as acceptable for the rest of the team and organisation to engage in.

The participants’ opinions about this affinity were quite homogeneous and seen as leaders having an interpersonal style that is assertive, taking time to listen, involved and engaged, and active in facilitating open communication. Participants were unanimous in the fact that a leader’s style could either limit or enhance the effectiveness of peer interaction. This, as well as some key interpersonal skills necessary for effective peer interaction, was evident in participant comments such as “an autocratic style can burn you”, “in general terms, an autocratic leadership style doesn’t work anymore”, “not telling, rather involving everyone in the discussion and taking them on the journey with you by providing them the opportunity to share their thinking and feelings”, “more listening and brainstorming”, “helping people to feel like they matter”, “when people buy-in to the communication they take accountability”, “self-control, the skills of composure and patience, is important in stressful situations so that you don’t communicate in an abrupt way as they will react in a negative way”, ‘coach, guide and mentor people”, “decisive but

also giving people the space to be creative”, “letting people know where they stand with you”, “creating a space that is open and free to experience and share their opinions”, “a supportive, open and informal peer management interaction style”, “an open door policy”, “inclusive style in planning and interacting with all levels”, “taking the time to build relationships as this builds trust”, “people are different, they have different strengths and weaknesses so it is important to customise your way of working with different people”, “we can have tough and confrontational conversations in meetings but when we walk out we are on the same page, of one mind, holding no grudges”, “be able to speak openly and frankly and own the proactive communication of information”.

The participants were unanimous in their view that a leader’s interpersonal style was of paramount importance for interactions to be open, as their style could open up or close down interactions. The leader’s interpersonal style, be it positive or negative, will have an influence on whether an environment of open interaction is created. The directional relationship was therefore agreed as interpersonal style into open interactions as indicated in the uncluttered SID.

#### **4.1.4. Open Interactions**

Open interactions was another condition that was seen as a secondary driver and as an important condition for effectiveness of peer interactions. It has an influence on trust in team capability, enabling environment, teamwork, creativity and the common goal, but not on positive attitude, personal accountability for self, interpersonal style or team recognition, these were all seen as inputs to open interactions in the cluttered SID.

Open interactions was described by participants as the ability of the team to shape the space to speak openly and freely, ensure information flow is visible, challenge one another and encouraging all to contribute their opinions to discussions. This was evident in the comments from the participants such as, “where people feel encouraged to speak and provide input into conversations and resolving issues”, “share information openly and freely”, “clear understanding of thinking and information from everyone”, “no matter their level or function, people feel that they have a contribution to make to a discussion or a problem”, “an open-mindedness to encourage open communication”, “timely communication”, “taking the initiative to explore any rumours that arise and communicate a clear message rather than ignore them so that rumours don’t perpetuate themselves”, “be visible and proactive in the communication”, “information sharing needs to be visible and transparent”, “taking an accountability for the outcome of

conversations”, “seeking clarity of understanding on things I’ve communicated by mail or in person from the other person”, “go to their zone, where they are comfortable”, “create the space to have open conversations”, “take accountability to share our opinions”, “give people space to stop us and challenge us when we appear autocratic”, “not complacent in our interactions, rather engaged and involved”, “knowing what is going on in your area so that you can effectively do your work”, “open and transparent on things that affect us and our role”, “freedom to voice your opinion”, “looking at the issue, not the person, to get to the root cause of the issue”, “don’t have to agree, can be confrontational and then settle on a common solution or way forward”, “direct and fluid channels of communication between one another, not hierarchical”, “make sure that everyone around the table gets to contribute and give their input”, “open-mindedness so that you don’t assume or already formulate an answer”, and “must not be a culture of fear, people need to know it is ok to say it as it is with no inappropriate consequences” and “debate and friction in a team is important to get to the right answer”.

The uncluttered SID highlights that without open interactions, it would be difficult to build trust in the team’s capability and contribute to building an enabling environment for people to thrive in. Further inspection of the system also revealed a feedback loop consisting of Open Interactions, Trust in the Team Capability and Team Recognition (affinities 10, 9 and 6). Reviewing these three axial codes and descriptions, together with the placement of the loop in the overall system, led to the components of a subsystem, called Team Dynamics, being defined. Open interactions would lead to building trust in the team’s capability, which would allow for the team to be recognised for their contribution, which would encourage further open interactions, which would then continue to operate in a cyclical manner of shaping the team dynamics, but also then lead to the creation of an enabling environment, a culture in which the team would operate.

#### **4.1.5. Trust in Team Capability**

Trust in Team Capability was another condition that was seen as a secondary driver and as an important condition for effectiveness of peer interactions. It has an influence on team recognition, enabling environment, teamwork, creativity and common goal, but not on positive attitude, personal accountability for self, interpersonal style or open interactions, these were all seen as inputs to trust in team capability in the cluttered SID.

Trust in team capability was described by participants as the ability to skilfully understand, develop and play to the unique and diverse personalities, strengths and skill-sets of members in

the team and to focus on addressing and developing any weaknesses or weak links in the team, so that a reliability on one another's capability, as well as a trust in one another begins to emerge. This was evident in comments by participants, such as "leading and writing ability", "having the right skill sets", "be available to support the team in developing their skill sets", "low turnover levels", "understand how people work and their level of capability and expertise", "knowledge in an area", "taking ownership for your specific responsibilities", "diverse team, knowing where our weaknesses and strengths lie and how to identify our weak links to focus on together", "realistic view of skill sets", "an idea of clear expectations and standards of what we need from various team members", "harness expertise and skill", "clear induction", "spend money on training", "giving people the resources and skills to do their job", "motivates them knowing that we are investing in them and that we trust them to be a part of the team", "this ensures that you do not do everything yourself, you delegate and don't get bogged down in the details", "recruit and develop the right people", "mix of skills and ideas", "play to peoples strengths", "need a diversity of personality, as well as skill in the team".

Participants articulated that it was their opinion that only when members of a team have the right skills and capability to competently do the jobs, that they were employed to do, and they had the support of the team through training, development and conversations to do so, would the team be seen as competent and reliable and, therefore, be seen as a team that walks the talk and be in a position to be recognised for its contribution. This is indicated in the uncluttered SID where trust in team capability has a direct relationship into team recognition.

#### **4.1.6. Team Recognition**

Team Recognition was another condition that was seen as the last of the secondary drivers and as an important condition for effectiveness of peer interactions. It has an influence on open interactions, enabling environment, teamwork, creativity and common goal but not on positive attitude, personal accountability for self, interpersonal style or trust in team capability, these were all seen as inputs to team recognition in the cluttered SID.

Team recognition was described by participants as a motivating means of recognising individual and team effort and contribution and celebrating success. This was evident in comments by participants such as "managing metrics and key performance indicators and feedback on these", "acknowledgment and saying thank you", "motivating people", "recognising peoples abilities and their contributions", "allowing people to be involved in most aspects of the business", "awards at

the end of the year”, “encouraging a healthy collaborative competitiveness in the team in achieving a common goal”, “incentive schemes to work together”, “verbal recognition”. “celebrating milestones with small gifts as a token of appreciation”, “cumulative small moments of recognition add up”.

Participants were of the opinion that when team members feel valued for their skill, expertise or contribution, it plays a motivating role to want to be engaged in further open interactions. This is indicated in the uncluttered SID where team recognition has a direct relationship into open interactions.

#### **4.1.7. Enabling Environment**

Enabling environment was a condition that was seen as a secondary outcome for effectiveness of peer interactions. It has an influence on *teamwork*, *creativity* and *common goal* but not on *positive attitude*, *personal accountability for self*, *interpersonal style*, *open interactions*, *trust in team capability* and *team recognition*, as these were all seen as inputs to enabling environment in the cluttered SID. There was a good discussion among the participants about how an enabling environment could have a reinforcing and supportive effect on building and maintaining a positive attitude, but the group unanimously agreed that the primary direction is from positive attitude into enabling environment.

Enabling environment was described by participants as creating a culture of empowerment, autonomy and support. This was evident in comments by participants such as “meeting everyday where people in various cross-functional teams and at various levels give feedback on performance and problems having on the line”, “a culture that is created where everybody helps everybody else”, “no silo-mentality”, “also got to do with space, lights and ergonomics”, “materials and tools that people need to do the job”, “letting people think for themselves”, “giving people autonomy”, “being empowered and being able to do what you can to contribute to the success of the business”, “creating platforms to include people into meetings to be a part of the discussions, decisions and solutions”, “value people as people”, “opportunities to grow and learn”, “have an approachable disposition as leaders and culture”, “clear boundaries, policies and procedures in place to hold self accountable too”, “visibility of information and feedback loops”, “stability and maturity in the company”, “supportive culture” and “freedom to make decisions on my own and when I need to elevate them, to have someone there as support”.

Participants articulated that it was their opinion that only when members of a team have open interactions can the right conversations take place to ensure that the environment is one conducive to the creation and shaping of an enabling environment for leaders to perform. This is indicated in the uncluttered SID where there is a direct relationship from open interactions into enabling environment.

#### **4.1.8. Teamwork**

Teamwork was a condition that was also seen as a secondary outcome for effectiveness of peer interactions. It has an influence on creativity and common goal, but not on positive attitude, personal accountability for self, interpersonal style, open interactions, trust in team capability, team recognition and enabling environment, as these were all seen as inputs to an enabling environment in the cluttered SID. Teamwork was described by participants as a group of diverse individuals coming together to deliver a better result than they could have alone.

This was evident in comments by participants such as “jointly focus on what is important, agree what we need to do to ensure we deliver and prioritise who is going to do what and how we can step in to help one another”, “inclusive, leveraging multidisciplinary skills and insights”, “all working together”, “brainstorming”, “different people with different skills that come together to have a better result”, “encourage and motivate one another as they work together”, “when see someone is struggling to step in and help that person so that the person feels a part of the team”, “synergy”, “working collaboratively together”, “clear communication between team members”, “know your contribution and what you are valued for”, “is everybody working together, accepting one another’s strengths and weaknesses to achieve something together”, “integration between departments and teams”, “tabling issues collectively and then request for support at key handover moments in communication experiences”.

Participants were of the view that when teamwork was in place it provided a platform conducive to inspiring creativity among members of the team. As leaders work together more seamlessly and collaboratively, the strengths, skills and thinking of each individual stimulate creativity in finding new and innovative ways of working. This is indicated in the uncluttered SID where there is a direct relationship from teamwork into creativity.



#### **4.1.9. Creativity**

Creativity was a condition that was seen as the last of the secondary outcomes for effectiveness of peer interactions. It has an influence on common goal, but not on positive attitude, personal accountability for self, interpersonal style, open interactions, trust in team capability, team recognition, enabling environment and teamwork, as these were all seen as inputs to enabling environment in the cluttered SID.

Creativity was described by participants as shaping the space to allow people to bring their thinking, skills, insights and expertise into a discussion to explore possibilities on how best to work smarter, not harder in finding different solutions to be more effective and efficient in reaching a common goal. This was evident in comments by participants, such as “identifying a problem or need and coming up with a different solution, something that has not been thought of before”, “thinking outside the box”, “on the operational side, doing things cheaply and smarter”, “come up with innovative ways for solutions”, “looking at new horizons leads to growth and motivation”, “ability for team to be flexible and share resources”, “open to suggestions on how to do things differently”, “create an environment where people have the freedom to trial new things”, “bringing cross-functional skills in the brainstorming sessions to enrich the discussions and thinking around solutions”, “working smarter not harder”, “Finding ways of how to do things simpler, better, faster”, “knowing there is always a better and different way to do something”, “how are we going to make this work?”, “use expertise to contribute to creative solutions” and “thinking differently about how to approach and improve one’s area of expertise”.

Participants were of the view creativity can lead to creative ways to reach a common goal. As leaders’ creativity in finding new and innovative ways is stimulated, they begin to find original and out of the box ways to work together and find solutions to achieve their common goal. This is indicated in the uncluttered SID where there is a direct relationship from creativity into common goal.

#### **4.1.10. Common Goal**

Common goal was the primary outcome in the system because of its position on the interrelationship diagram. The cluttered and uncluttered SID indicates that it is the end point for the effectiveness of peer interaction in leadership teams and that it is influenced by each of the other conditions in the cluttered SID. From a researcher’s perspective, this was somewhat surprising. In the literature review, common goal has been identified as being a driver of a



cause and effect relationship with team effectiveness (Barnett & McCormick, 2012), not an outcome. However, the leaders, in situ, believed that whilst a common goal is a key condition of peer interaction effectiveness, it was experienced as an outcome of the other conditions of effective peer interaction, not an input into the other conditions of effective peer interaction. We will explore this further a little later in the discussion.

Common goal was described by participants as a common, clear understanding and motivation to reach a goal with a collaborative mindset. This was evident in comments by participants such as “common understanding of a goal so that there is no ambiguity”, “clearly communicated goal”, “getting people in the same mindset”, “all equally motivated and of the mindset to achieve a common goal that gets us working together”, “same understanding, interest and motivation to go in the same direction”, “needs to be communicated to all levels and aligned for buy-in and engagement, not to be dictated or pushed down”, “everyone on the same journey”, “everyone knowing where they are heading and how to get there”, “one focus, one clear idea of what we have to get done”, “gives purpose and direction that we are heading towards”, “knowing the ultimate end goal and our individual impact on that”, “get us all aligned in working together”.

The participants’ opinions about this affinity were quite homogeneous. Common goal was seen as a primary outcome in the effectiveness in peer interaction. What was interesting in the discussions regarding common goal was that leaders believed that whilst a common goal is an important end point to which they are all heading and helps to ensure effective peer interaction, they also noted, as a side comment, that a common goal could also be seen as a starting point on how to leverage a few of the other conditions of effective peer interaction. However, they were of the firm opinion that the strongest directional relationship was having the common goal as an outcome of the other conditions of effective peer interaction which they believe have a greater influence on, if and how the goal is reached, versus how the goal is shaped and agreed upon. This relationship was highlighted in the uncluttered SID with creativity leading into common goal.

## **4.2. DISCUSSION OF THE RESULTS**

The literature review highlighted key themes among the characteristics of peer interaction effectiveness that lead to team effectiveness and identified that research conducted over the years has shown that it is not enough to put individuals together and expect that they will automatically know how to work in a team (Rousseau, Aube, & Savoie, October 2006). That high

performance teams, the teams that are great, not just good, achieve superior levels of participation, co-operation and collaboration because their members trust one another, share a strong sense of group identity and have confidence in their effectiveness as a team (Druskat & Wolff, 2001; Meredith-Ross, Jones, & Adams, 2008; Ross, 2006; Rousseau, Aube, & Savoie, October 2006). Druskat and Wolff (2001), stated that to be most effective, teams need to create emotionally intelligent norms – attitudes and behaviours, that eventually become habits, that support behaviours involved in building trust, group identity and group efficacy, to ensure complete engagement in tasks. The research findings supported the need for open and transparent information flow and interactions, reducing noisy communication, creating an environment where discriminating and integrating differences is encouraged and incorporating different perspectives of analysing information. All of these were found to be fundamental to increasing a team's level of emotional intelligence (Druskat & Wolff, 2001; Gantt & Agazarian, 2004).

In the literature review, member styles and characteristics were referred to as each member's particular style or set of characteristics. It was found that an individual's assertiveness and responsiveness is the basis of how team members describe and perceive each other, where attitude is defined as a function of the combination of the team members' acceptance of their own accountability for the team's effectiveness, their willingness to trust each other, and their comfort with other team members (Meredith-Ross, Jones, & Adams, 2008). In addition, trust was defined as an emergent state comprising team members' intentions to accept vulnerability based on positive expectations of the intentions or behaviours of the members of their team. The study by Sheng and Tian (2010), found that with regard to interpersonal relationships and group interactions in the workplace, interpersonal trust is regarded as a very important factor, as the members' interactions would influence their trust in others, highlighting the contagious effect of trust. In a team, an individual cannot accomplish the assigned tasks only through his or her own efforts, thus, individuals' perception of support would lead to cooperation with colleagues and this further builds trust. In the process, an individual would not only establish fruitful interactions and good relationships with colleagues, but would also be valued by others. In other words, the level of support that members perceive could influence their future attitudes and behaviours within the team, including their team commitment.

The importance of the leader in shaping a foundation for effective peer interaction in the team was highlighted in this study (Barnett & McCormick, 2012; Meredith-Ross, Jones, & Adams,

2008; Michelman, 2004; Ross, 2006). The leaders in the current study identified that the leaders themselves play an important role in the effectiveness of peer interaction in teams. This was represented in *postive attitude*, *personal accountability for self* and *interpersonal style* as the three key conditions and drivers of the cause-and-effect relationships between all the affinities. In other words, the leader plays a critical role in influencing the interactions with their attitude, their level of personal accountability, self awareness and self regulation and their interpersonal style. Gantt and Agazarian (2004) found that noisy communications contain ambiguity, contradiction and redundancy and are entropic, meaning that information is lost in a transmitted message, thereby reducing the emotional intelligence of a team in an organisation. They found that ambiguity in organisations is characterised by speculations, ruminations and vague communications, expressed as “maybes”, “perhaps”, or “we could”. Reducing noisy communication (which influences appropriate boundary permeability and affects the probability of the information being transferred) increases the potential for emotional intelligence in organisational functioning. The participants identified the importance of the leader’s interpersonal style in reducing noise in the organisation, ensuring clear communication and understanding, as well as in engaging their team and people obtain buy-in to the common goal.

Establishing the direction of the cause-and-effect relationship appears to be a contentious exercise. Whilst this study found that the three key conditions were primary and secondary drivers of the cause-and-effect reasoning in relationship to all the other affinities, the literature revealed a contradiction in the leaders’ attitude and the leaders’ style. The literature review showed that team member characteristics influence leadership processes (Barnett & McCormick, 2012), meaning that a leader’s attitude has an impact on team effectiveness. However, Meredith-Ross, Jones, and Adams (2008), also noted that positive behaviour can have a mitigating influence on a negative attitude in its effect on team performance. They found, for example, that if a team member does not feel the project is worth attention and doesn’t trust the other team members, but understands the political ramifications of the project, the team member can act in a cooperative manner demonstrating acceptable behaviour in spite of a negative attitude. If however, the members of the team had negative attitudes and behaviour, then the adverse impact on performance would have been worse. They, therefore, found that as a result of the mitigating influence behaviour had on attitude, attitude was seen to have a lesser influence on team effectiveness than behaviour.

In this study, however, leaders were unanimous that the attitude of the leader influences the leader's intention, energy and behaviour, which can be contagious. The participants identified that a positive attitude shapes positive intention and engagement in the team which in turn could encourage and influence a positive attitude amongst other team members. Whilst a reinforcing relationship exists with the positive attitude of the leader, they felt that the birth of a positive attitude originates from within the leader. They believe that a strong internal locus of control, in other words, a mindset of life as I choose to see it, is what births a positive attitude within a leader. They believed that leaders with a positive attitude are more likely to role-model and shape a "can-do" mindset in team members around them, whereas leaders with a negative attitude are unlikely to have a positive interpersonal style and behaviour which can then quickly drag people down with them, so they highlighted the need to be careful about these individuals, so that they don't pull others down.

In continuing to reinforce and build trust in peer interactions, the leaders in the current study identified *open interactions* as an input to effective peer interactions reinforcing the need for understanding and open, rigorous debate and mature communication. The literature review found that mature and clear communication, productive conflict management skills and interpersonal understanding were key elements to building trust (Druskat & Wolff, 2001; Meredith-Ross, Jones, & Adams, 2008; Michelman, 2004; Ross, 2006; Rousseau, Aube, & Savoie, October 2006). Clarity on how participants in a team are to interact and support one another encourages trust and support, which in turn is crucial for the flow of ideas and information (Michelman, 2004; Ross, 2006). When there is understanding, trust and support, it allows for healthy conflict between individual team members. Healthy conflict enables teams to bring all team knowledge and opinions to the surface, which leads to better decisions (Michelman, 2004). In other words, interpersonal understanding and interaction was seen to be critical to developing trust and effective peer interaction in teams. This study revealed that leaders believe that the need for *open interactions* is critical to ensuring *trust in the team's capability, shaping an enabling environment, teamwork, creativity* and reaching a *common goal*. This thinking is supported in the literature review where it was found that when mutual trust is present, it enables team members to interpret each other's behaviour and provide a sense of psychological safety to emerge, which provides an environment that is safe and accepting of questions, thereby helping to ensure the existence of clear communication and encouraged creativity and ability to deal with risk (Barnett & McCormick, 2012; Druskat & Wolff, 2001; Meredith-Ross, Jones, & Adams, 2008).

The leaders in this study were of the opinion that if you do not engage in open interactions that encourage robust debate, the inclusion of differing opinions and the participation of everyone that is key to the discussion, it will inhibit peer effectiveness, which in turn inhibits communication and visibility of information that could assist in developing trust in a team's efficacy and in making informed decisions on developing a culture, working together as a team, exploring creative options and reaching a common goal.

The participants also identified how open interactions, together with trust in the team capability and teamwork, are important pre-requisites for encouraging creativity among team members. This finding was supported in the literature review. The flow of information in an organisation and, more particularly, the openness to differences, has tremendous impact on whether or not the system operates more like a closed system, with little or no innovation, or an open system with ongoing development (Gantt & Agazarian, 2004). Additional supporting factors that encourage the ability to deal with risk have been found to be the presence of interesting and stimulating work, cross-functional cooperation and support, and a clear project plan and support (Meredith-Ross, Jones, & Adams, 2008).

The importance of the role of group efficacy in the effectiveness of peer interactions in the 'real world' was evident in that the leaders identified *trust in team capability*, *teamwork* and *enabling environment*. The literature references collective efficacy of a team as a shared belief in its collective capabilities to organise and execute chosen courses of action required to produce given levels of attainment, which is influenced by events and experiences similar to self-efficacy, with the mastery of experiences of the team as the most powerful source (Barnett & McCormick, 2012); a belief that the team can perform well and that the group members are more effective working together than apart (Druskat & Wolff, 2001), and shared cognitions and mental models allow individuals to describe, explain and predict events in their environments, interactions and tasks in the same way, and can help manage the timing and sequencing of interdependent team actions (Barnett & McCormick, 2012), which supports the abovementioned three conditions identified by participants of this study.

In this study, trust in team capability comes before enabling environment, which, in turn, comes before teamwork. The direction of this relationship is also supported in the literature review. Perceived team support significantly influences teamwork behaviour and trust, and it is upon the

employee's perception of organisational and team support that they would establish a trust in the organisation, and this would result in behaviours that benefit the organisation (Sheng & Tian, 2010). Once individuals in the team know the activities required of them to reach the task goals, they are ready to go through the execution phase, which consists of putting into action what has been planned and agreed upon with the right levels of coordination, cooperation and information exchange (Rousseau, Aube, & Savoie, October 2006). As team members make progress toward task completion, the monitoring of their performance and their environment enables them to make sure that they are doing the right thing. Team members observe the actions of other team members and identify when to provide assistance to team members to perform tasks or to provide support to maintain or improve team performance (Barnett & McCormick, 2012; Rousseau, Aube, & Savoie, October 2006).

Lastly, the importance of group identity was also revealed in this study. The leaders identified *team recognition*, *teamwork* and *common goal* as an input to effective peer interaction. Each of these conditions was found to contribute to creating a sense of group identity in the literature review. Group identity determines the degree to which team members are attracted to, and motivated to stay with the team and how resistant the team is to disrupting influences (Barnett & McCormick, 2012). For teams to be effective, particularly in uncertain, dynamic, ambiguous environments, team members need to identify with the team so that they can become a problem-solving organism that is larger than the sum of its parts. Group identity helps develop strong team member allegiance that is seen in the self-renewing collaborative efforts made by individuals who feel they belong and who feel appreciated for their contributions (Barnett & McCormick, 2012; Hughes & Bradford Terrell, 2007). The challenge of managing the differences in an organisation so that the differences can be used as resources, rather than as a point of contention, is critical and central to the emotional intelligence of an organisation (Gantt & Agazarian, 2004). For teams to be effective, they need to have a collective, cohesive orientation, to be clear and aligned in their purpose, their goals, their individual roles and group support in delivering these individual goals, to help focus and coordinate their efforts, and to foster a feeling among members that they belong to a unique and worthwhile group (Barnett & McCormick, 2012; Druskat & Wolff, 2001; Furnham, 2005; Harvard Management Update, 2008; Meredith-Ross, Jones, & Adams, 2008; Rousseau, Aube, & Savoie, October 2006). The lack of role clarity weakens goal orientation and makes it less likely that a team will work effectively or succeed at its goals, which lowers the potential for team emotional intelligence (Gantt & Agazarian, 2004).

In this study, an interesting phenomenon emerged whilst exploring the conditions and cause-and-effect relationships of conditions for effective peer interaction, as identified by the business leaders. The findings indicate that a common goal is a primary outcome of effective peer interactions, whereas the literature review had the common goal at the front end of a process flow (Barnett & McCormick, 2012; Meredith-Ross, Jones, & Adams, 2008). If we, however, take into account that the primary objective of a common goal is to ensure that team members' guide their accomplishment of tasks by analysing, planning and agreeing on activities (Rousseau, Aube, & Savoie, 2006) and that Michelman (2004) found that a compelling vision, based on clear goals and expectations, is only as effective as the communication strategy put in place to support it, perhaps the direction in the relationship that the leaders have identified makes more sense, in that the conditions of effective peer interaction lead to a more robust interaction between leaders, which in turn, leads to a more robust common goal being both identified and achieved by the team. So in some way, the literature also supports this thinking in that it found that effective peer interaction is in essence the way in which team members need to interact, align and coordinate themselves and share resources, thereby working together interdependently, to shape and accomplish the job they're tasked to do effectively and Michelman (2004), stated that effective communication is more than simply the currency of interpersonal commitment, as, in order to exploit opportunities that arise, team members must communicate constantly so that they understand direction changes, updates and key issues as they evolve, and so it is essential in the process of building value.

The relationship of the key conditions identified in the literature review and the research findings explored in the discussion above have been summarised in Table 4.1.



**Table 4.1.*****The Relationship of Key Conditions in the Literature Review and the Research Findings***

KEY THEMES OF TEAM EFFECTIVENESS Key Themes to be underpinned by emotionally intelligent norms from Literature Review	PEER INTERACTION	
	Literature Review	Research Findings
Team Member Styles and Characteristics	Strong Communication, collaboration and communication behaviours	Leadership Attitude and Behaviours (5) Positive Attitude (3) Personal Accountability for Self (2) Interpersonal Style
Trust	Mature and Clear Communication Interpersonal Understanding Productive Conflict Resolution Skills	(10) Open Interactions (8) Creativity - shaping the space for people to have the freedom to trial new things
Group Efficacy	Accountable Interdependence and Shared Mental Models Team Coordination and Performance Management  Assertive Communication, coaching and Training	(9) Trust in Team Capability - supports team coordination, individual member accountability and assertive peer management  (7) Teamwork (4) Enabling Environment - shape the patterns of team interaction, exchange of information to manage their coordination and and performance
Group Identity	Group Support Team Interaction Models  Common Purpose and Clear Goals  Role Clarity	(1) Common Goal  (7) Teamwork - a common purpose and identity (6) Team Recognition - feeling valued for their skill, expertise or contribution, reinforces support and team cohesion

**4.3. CONCLUSIONS AND RECOMMENDATIONS**

The objective of this thesis is to explore the fundamental conditions that allow effective task processes to emerge and that cause members to engage with them wholeheartedly, in their fully situated context, with the aim of identifying the emerging themes seen to be the real source of a team's great success and providing higher quality, context-specific guidance, specifically on the role of peer interaction in teams, to organisations that complements the extant theoretical models on team effectiveness.

This assumption of Interactive Qualitative Analysis (IQA) is that individuals closest to the phenomena are in the best position to report about the phenomenon. This current study appears to support this assumption as the leaders in the current study had very clear experiences of, and insights into the conditions that make peer interaction in leadership teams effective, as well as the dynamics of the system. They provided sound insight in describing the conditions of effective peer interaction and in indicating the relationships between these conditions. Ten fundamental conditions of effective peer interaction in teams, which were identified as the source of a team's success and that provide context-specific guidance on where to focus first,



specifically on the role of peer interaction in teams, were identified. The cause-and-effect relationships between the conditions were identified to guide leaders on where to focus first with their training and development initiatives to enhance effective peer interaction in teams, as they engage in consciously shaping effective teams in their organisation.

It is clear that each individual leader in the team is deemed important in contributing to the effectiveness of peer interaction. The leader's *attitude*, *interpersonal style* and *personal accountability for self* were all seen as important conditions for peer interaction effectiveness and as the primary drivers of the other conditions identified. A positive focus on developing self awareness, an internal locus of control and appropriate skills training in shaping an effective, assertive interpersonal leadership style would, therefore, be conducive to developing and shaping a positive leadership presence and contribution. This should be a starting point for leader's looking to shape effective peer interaction in their team.

In addition to this, for peer interaction to be effective, leaders need to ensure that they shape the space and skills to encourage open interactions among team members, so that they can get to the heart of matters, have rigorous debates and make informed decisions. Consciously creating a culture that facilitates developing a climate of willingness to trust one another, understand one another and be comfortable with team members would be highly beneficial. Providing leaders with the opportunity to develop self and team awareness, assertive peer management skills and communication and conflict management skills may prove valuable in doing so. One might also consider creating discussion forums or conversation circles to allow the space that encourages open interactions.

Leaders also need to continuously be aware of the current skill and competence of each member of their team so that they can mindfully support, guide, coach and up-skill team members when required. Intra-team coaching may prove valuable as a support and developmental mechanism. Team members need to be consciously playing to their individual and collective strengths and mitigating their individual and collective weaknesses and at the same time they need to be consciously valuing and recognising the efforts and achievements of one another and celebrating their successes. Leaders may do well to have regular checks in meetings to connect and engage in examining how well it is doing or what may be interfering with its operation. This would facilitate open collaborative discussion until a solution is found.

Exploring and agreeing on team-based rewards and norms for interaction regarding recognising and valuing one another might assist in building and reinforcing the team recognition affinity. In encouraging a culture of creativity in the team, it may be beneficial to include more cross-functional thinking into brainstorming sessions, as well as spend time training leaders on how to proactively and mindfully develop their individual and group creativity and intellectance.

Lastly, leadership and the team need to ensure that they shape and align to a clear and common purpose, which is seen as the compass to what a team needs to work toward and represents the successful completion of the team's goals. To ensure understanding and buy-in to where the team is heading, the objective and the goals need to be rigorously debated and agreed upon and then clearly communicated in a way that ensures that the risk of any ambiguity within the team and the rest of the business is mitigated.

The results of this current study indicate that in consciously shaping effective peer interaction in teams, leaders' should focus first on developing the individuals in the team. The development initiatives should focus on an increased self awareness and stronger internal locus of control as well as on developing their skills in shaping an effective, assertive interpersonal leadership style. This would be conducive to helping leaders develop and shape a positive leadership presence and contribution to the team. In addition, the importance of shaping a culture that empowers their people, develops the skill level of their people, provides recognition to their people and their teams, and enables teamwork and creativity, as people rally around a common goal, was identified.

#### **4.4. LIMITATIONS**

Peer Interaction in Leadership Teams, was determined and rated by Leadership Team members themselves, which brings about an element of subjectivity. The use of focus groups from a single organisation, at the start of the procedure to determine the affinities, may limit the study results due to over- or under-reporting of certain behaviours, attitudes and beliefs that may be specific to their environment only. In addition, even with the participants being randomly selected leaders who have operated in a leadership team of sorts for at least 6 months, results might still not be generalised to the entire population of leaders working in leadership teams.

The process is very time intensive as a result of the facilitation of the two 4-hour focus group sessions, the fourteen hour-long interviews, and the intensive qualitative analysis that takes

place throughout the process. This makes it difficult to encourage leaders to make themselves available to participate in the study. This is something to be conscious of as it may prove to be a limitation for researchers that may opt to use interactive qualitative analysis as a methodology in future, similar studies.

Qualitative research contains a variety of uncontrollable factors, which include the participants' interpretation of questions asked and the researcher's bias in coding of the data. However, the use of the Interactive Qualitative Approach's theoretical coding techniques assisted in mitigating and minimising the risk of researcher bias.

#### **4.5. VALUE OF THE STUDY**

The purpose of this study was to use the Interactive Qualitative Analysis research method to explore what makes peer interaction in leadership teams effective in the real world, as determined by members of leadership teams, themselves. The literature review has revealed that a number of researchers have explored the field of team effectiveness, although there are no indications in the literature of the use of the Interactive Qualitative Analysis method for this purpose. This method of research is still relatively new in industrial psychological research and hence the current study could be viewed as pioneering. This study may have limited scope for generalisation, but can be of value as it provides us with ten key conditions that leaders, in a fully situated context, believe to be important in ensuring effective peer interaction, a key enabler to team effectiveness. It also provides a deeper insight into the expectations of leaders regarding where they believe the priorities should lie in terms of the influence of each of the conditions and the focus required in consciously developing each of these conditions in teams. We conclude that there is a good foundation of research on how team effectiveness can be improved. Team effectiveness can be enhanced when the science and knowledge is applied.

#### **4.6. RECOMMENDATIONS FOR FURTHER RESEARCH**

This study highlighted the importance of the individual leader in determining the effectiveness of peer interaction of leadership teams. The role of leaders and their intrapersonal and interpersonal attitude and behaviours have a strong influence on peer interaction in teams. Further research should identify the key skills and developmental experiences, relating to attitude, interpersonal accountability, self awareness and self regulation and interpersonal style, required for individuals to engage in the fundamental conditions of effective teams capably and to be promoted into leadership roles.

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## APPENDIX 1 – AFFINITIES FOR FOCUS GROUP ONE

Focus Group One's experience with what makes peer interaction in leadership teams effective:

### 1. Goal Alignment

This affinity represented a common end goal with clear roles and deadlines in terms of what is required. It is a way of working with shared meaning, learning and goals. It coordinates everyone's efforts toward a common cause.

**Table 3.1.**

#### ***Goal Alignment***

Clear roles in terms of what is required
Shared Learning
Shared Meaning and Goals
Time Frame is given - clear deadlines to help manage expectations
Common End Goal - clear of outcome required

### 2. Personal Contribution

This affinity describes the role of an individual leader in their contribution in effective peer interactions. The group believes that each individual leader carries a large degree of influence in shaping the space for effective peer interactions. The three areas that were seen as important in shaping a leader's personal contribution were Interpersonal Effectiveness, Self and Attitude.

### 3. Interpersonal effectiveness

Was used to describe a leader's personal connection with colleagues. They believe a leader needs to be invested in creating personal engagements and connections with others and needs to ensure a disposition of mutual respect, eye contact and engaged communication.

**Table 3.2.**

#### ***Interpersonal Effectiveness***

Mutual Respect
Personal Connection with colleagues
Creating personal engagements and connections
Eye contact and engaged communication

#### 4. Self

Is an affinity that was used to describe a leader's degree of self-awareness, approachability, open communication and ability to lead by example.

**Table 3.3.**

##### ***Self***

Self-Awareness
Approachability
Open Communication'
Leading by example

#### 5. Attitude

This affinity was used to describe an attitude of personal ownership and pride where a leader displays an eagerness to learn, take the initiative, be self-motivated, and pay attention to the details in taking ownership.

**Table 3.4..**

##### ***Attitude***

Personal Ownership
Attention to detail
Ownership and Pride
Eagerness to learn
Initiative/self-motivated

#### 6. Enabling Environment

This is an affinity that was used to describe an environment where the resources are readily available. People have the resources they need to do the job. There is a free flow availability of information. The right equipment is in place as support.

**Table 3.5.**

##### ***Enabling Environment***

New equipment
Resources readily available - I have what I need to do the job
Availability of information
Lines are fully loaded - drive/security
Free flow of information



## 7. Open Interaction

This affinity describes the way in which interactions occur among leaders. The 2 key points included in this were trust in people and constructive debate.

## 8. Trust in people

This is an affinity that was used to describe the atmosphere of communication. Trust in people develops when there is an atmosphere of feeling safe to be yourself, where a safe space exists to ask questions, without fear of consequence. There is a culture of people being open to listening and expressing themselves freely. People then feel comfortable to contribute as they feel that their colleagues have their back.

**Table 3.6.**

### ***Trust in people***

Mutual Respect
Personal Connection with colleagues
Creating personal engagements and connections
Eye contact and engaged communication
Open to listening
Open to expressing themselves
Open communication

## 9. Constructive Debate

This affinity encourages different perspectives (values, experiences, background) to enrich decision-making. It encourages an atmosphere of openness to new experiences. Diversity consideration – is leveraging and representing diverse perspectives where all thoughts ideas and questions are accommodated.

**Table 3.7.**

### ***Constructive Debate***

Different perspectives (values/experiences/background) enrich decision-making
Openness to new experiences
Diversity consideration - leveraging and representing diverse perspectives
All thoughts, ideas and questions accommodated
Differences of opinion/debate

## 10. Teamwork

This is an affinity that was used to describe the environment of people working together. There are 3 sub-points to this: Recognition, Engagement and Ownership and Trust in Team Capability.

## 11. Recognition

This affinity was used to describe a culture of appreciation and celebrating success, where people feel valued for their contributions.

**Table 3.8.**

### ***Recognition***

Celebrate success as a team
Appreciative culture
Being valued

## 12. Engagement and Ownership

This is an affinity that speaks to the commitment and ownership that leaders display and having a mindset that displays a willingness to change. There is a mutual interest, energy in what we do as colleagues and a commitment throughout the plant as people work together cohesively, with everyone contributing their best.

**Table 3.9.**

### ***Engagement and Ownership***

Commitment, ownership and willingness to change
Taking ownership
Mutual interest- Engagement in what we are doing and what you are doing
Cohesive - not silo mentality
Team work - everyone contributes their best
Motivated workforce Energy and commitment throughout the plant
Good teamwork - Participation from all when required
Willingness - engagement with seeking a positive account

### 13. Trust in Team Capability

This is an affinity that describes the effective mix of personality and skills in a skilled team where there are no bosses in the room, and the team draws on the skills of everyone.

**Table 3.10.**

***Trust in Team Capability***

Mix skills effectiveness
No bosses in the room - drawing on the skills of everyone
Trust in peoples skill and capability
Skilled workforce - Match and Fit - Reliable and effective
Right mix of personalities - playing to one anothers strengths

## APPENDIX 2 – AFFINITIES FOR FOCUS GROUP TWO

Focus Group Two's experience with what makes peer interaction in leadership teams effective:

### 1. Communication

This is an affinity that describes the nature of communication. There were two key sub-points that the focus group used to describe what makes communication effective. They were information flow and style.

#### 1a. Information Flow

This affinity describes how information flows. It describes the open free flowing nature of information, where leaders are approachable and available, channels of communication are open, there is a transparent and structured sharing of information, communication and ways of working at all levels of the business.

**Table 3.11.**

#### *Information Flow*

Approachable and open
Open channels of communication
Create space to talk to one another
Sharing information at all levels
Visibility of top management
Open channels of communication
Transparency of ways of working
Transparency of information and communication
Visibility of pertinent information
Good communication - transparency both ways
Consistency - speak with one voice
Open channels of communication
Meetings structured and adding value

#### 1b. Style

This is an affinity that talks to the leader's disposition in communication. It is seen as one of authenticity and integrity, honesty, mutual respect, listening to the opinions and expectations of all in sharing ideas.

**Table 3.12.****Style**

On the same page
Honesty - say it as it is
Listen to others opinions and expectations
Clear understanding of the message
Respect - let others get a chance to speak
Respect -everybody listening to the one speaking
Shared ideas
Listen to each other
Authenticity and integrity - we do what we say
Honesty - openness in giving and receiving messages

**2. Teamwork**

This is an affinity used to describe the way in which people work together. Team goals are more important than individual glory and there is space for everyone to contribute. There is a sense of unity, camaraderie, cooperation, with people taking an interest and accountability in adding value to the process. There is an understanding of one another's value and support for one another. People, therefore, feel motivated to work together.

**Table 3.13.****Teamwork**

Cooperation - people taking interest and accountability in adding value to the process
Support one another
Teams goal more important than individual glory
Understandign one anothers value
Support - depend on one another
Team support
Space for everyone to contribute
Inclusivity - involve everyone
Total respect of different peoples opinions
Get along well with one another
Unity - togetherness
Great synergy
Comradie - togetherness
Interest - involvement
Motivation - willingness to work together

### 3. Common Goal

This is an affinity that is used to describe a focused-goal orientation where everyone is working toward the same goal-one vision. There is alignment of everyone's goals, there is a consensus on what needs to be done, the expectations are clear, results are delivered, building credibility and ensuring shared rewards. People are inspired when the common goal creates meaning and buy-in to what they do.

**Table 3.14.**

#### ***Common Goal***

Focused- goal oriented
Same goal - one vision
Shared common goal
Clear expectations
Experiencing results - builds credibility
Consensus on what needs to be done
Inspired - created meaning and buy-in to what we do
Shared reward
Defined in scope of what we have to do and deliver
Alignment of goals
Achieving the same goal

### 4. Creativity

This is an affinity to describe the freedom that leaders have in applying themselves to a new ways of doing things. This includes the generation of new ideas, new ways of planning and a participation in the contribution of ideas.

**Table 3.15.**

#### ***Creativity***

New ideas - innovative
New ways of planning - creative ideas

## 5. Team expertise and accountability

This affinity is used to describe a team that is responsible for their own actions. People know their roles and their link with one another. There is good planning, order, structure and process flow in the way that things get done. There is a trust in one another's capabilities and expertise, no double-checking, an understanding of one another's limitations and an integration of one another's skills.

**Table 3.16.**

### ***Team Expertise and Accountability***

Responsible for your own actions
Respect one another as individuals
Learning
Dependable
Everyone knows their roles and link with one another
Good planning - structure and process flow
Order and structure in the way we do things
Trust in one another's capabilities
Same level of expertise - no double checking
Trust - confidence in one person's abilities
Integration of skills
Understand limitations
Confidence in each other's skills

## 6. Team Culture

This is the affinity used to describe the environment that the leaders work in. There are 3 key points that formed a part of team culture. They are positive attitude; personal accountability and team recognition.

### **6a. Positive attitude**

This affinity describes the mindset of leaders. There is a positive, enthusiastic, passionate, solutions oriented mindset that leaders have which creates an infectious attitude on site.

**Table 3.17.*****Positive Attitude***

Positive attitude
Positive vibes, laughter and enthusiasm
Passionate
Enthusiasm - for way we approach our jobs
Enthusiasm - spirit
Fun satisfied
Enthusiasm for work
Laughter - positive energy
Positive influence - infectious attitude
Positive attitude - Solutions oriented
Be positive - morale

**6b. Personal Accountability**

This is an affinity that describes the disposition of the leader. One where the leader is trustworthy through their integrity in that they do what they say they will do, open-minded, not quick to judge, approachable, knowledgeable and speak with conviction and they constantly show up and add value.

**Table 3.18.*****Personal Accountability***

Approachable
Trustworthy - do what we say
Present - consciously showing up and adding value
Confidence in what we do and say
Belief - speak with knowledge and conviction
Open-mindedness - open to actions - not quick to judge

**6c. Team Recognition**

This affinity is used to describe a culture where people feel motivated, supported and valued.

**Table 3.19.*****Team Recognition***

Motivation - acknowledgment of value
Believe in me - contribution supported
Valued - accepted - fit in



## APPENDIX 3 – SIMPLE ART FOR FOCUS GROUP ONE

Group Affinity Table - Group One												
Affinity Relationship Table												
Affinity Name			Possible Relationships									
1	Goal Alignment	A	A → B									
2	Personal Contribution	A	A ↔ B									
3	Interpersonal Effectiveness	A	A ↔ B (No Relationship)									
4	Self Attitude											
5	Enabling Environment											
6	Open Interaction											
7	Trust in people											
8	Constructive Debate											
9	Teamwork											
10	Recognition											
11	Engagement and Ownership											
12	Trust in Team Capability											
13												
Affinity Pair Relationship			Affinity Pair Relationship			Affinity Pair Relationship			Affinity Pair Relationship			
1	2	5	1	9	1	13	1		13	1		
1	3	5	2	9	2	13	2		13	2		
1	4	5	3	9	3	13	3		13	3		
1	5	5	4	9	4	13	4		13	4		
1	6	5	6	9	5	13	5		13	5		
1	7	5	7	9	6	13	6		13	6		
1	8	5	8	9	7	13	7		13	7		
1	9	5	9	9	8	13	8		13	8		
1	10	5	10	9	10	13	9		13	9		
1	11	5	11	9	11	13	10		13	10		
1	12	5	12	9	12	13	11		13	11		
1	13	5	13	9	13	13	12		13	12		
2	1	6	1	10	1							
2	3	6	2	10	2							
2	4	6	3	10	3							
2	5	6	4	10	4							
2	6	6	5	10	5							
2	7	6	6	10	6							
2	8	6	7	10	7							
2	9	6	8	10	8							
2	10	6	9	10	9							
2	11	6	10	10	10							
2	12	6	11	10	11							
2	13	6	12	10	12							
2		6	13	10	13							
3	1	7	1	11	1							
3	2	7	2	11	2							
3	4	7	3	11	3							
3	5	7	4	11	4							
3	6	7	5	11	5							
3	7	7	6	11	6							
3	8	7	7	11	7							
3	9	7	8	11	8							
3	10	7	9	11	9							
3	11	7	10	11	10							
3	12	7	11	11	11							
3	13	7	12	11	12							
3		7	13	11	13							
4	1	8	1	12	1							
4	2	8	2	12	2							
4	3	8	3	12	3							
4	5	8	4	12	4							
4	6	8	5	12	5							
4	7	8	6	12	6							
4	8	8	7	12	7							
4	9	8	8	12	8							
4	10	8	9	12	9							
4	11	8	10	12	10							
4	12	8	11	12	11							
4	13	8	12	12	12							
4		8	13	12	13							

## APPENDIX 4 – IRD (EXCLUDING REDUNDANT AFFINITIES) FOR FOCUS GROUP ONE

Group Tabular IRD - Group One

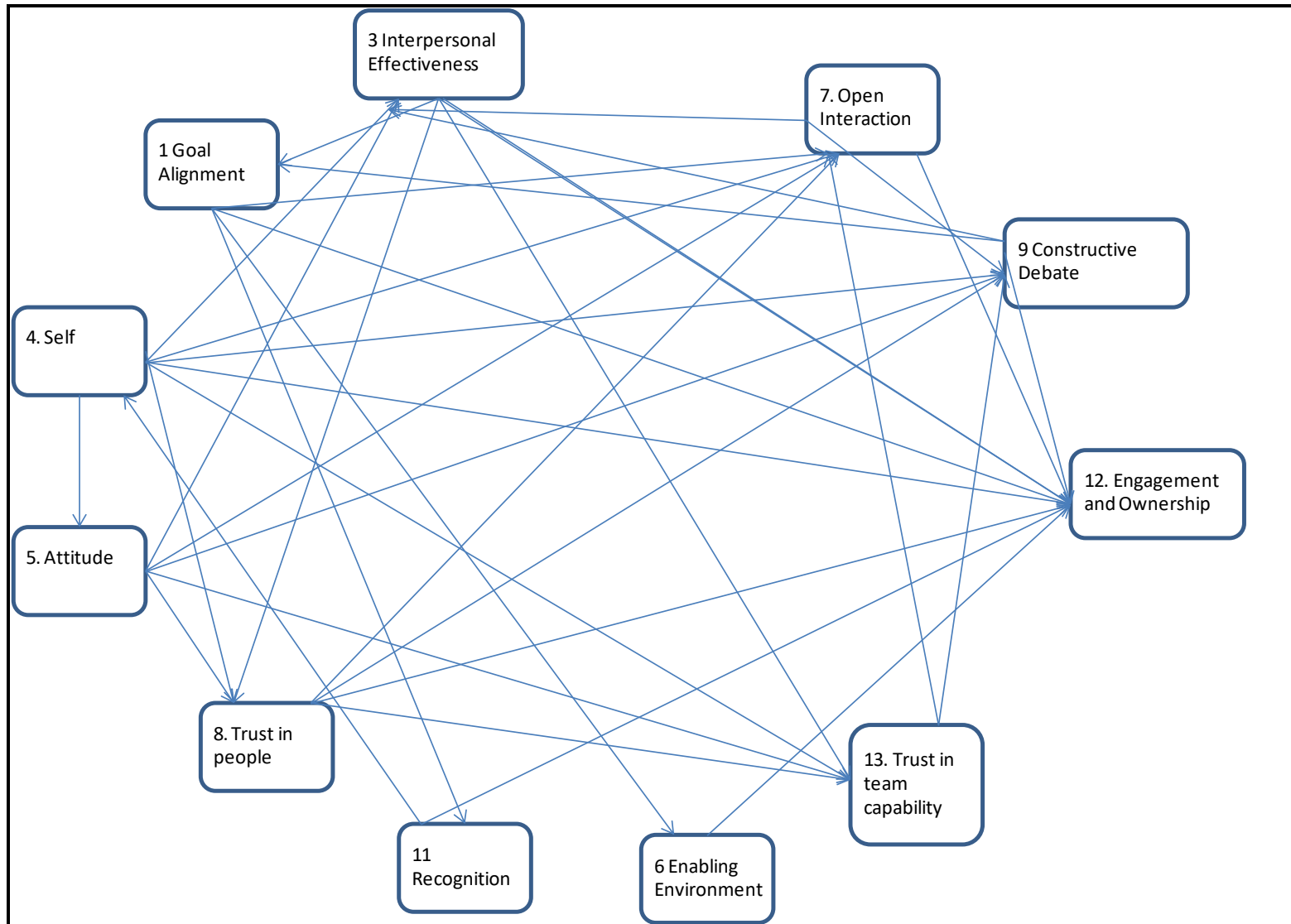
	1	2	3	4	5	6	7	8	9	10	11	12	13	OUT	IN	Δ
1		↖	↖	◇	◇	↑	↑	◇	↖	↑	↑	↑	◇	5	3	2
2	↑		↖	↖	↖	◇	◇	◇	↑	↑	↖	↑	↑	5	4	1
3	↑	↑		↖	↖	◇	↖	↑	↖	↑	◇	↑	↑	6	4	2
4	◇	↑	↑		↑	◇	↑	↑	↑	↑	↖	↑	↑	9	1	8
5	◇	↑	↑	↖		◇	↑	↑	↑	↑	◇	↑	↑	8	1	7
6	↖	◇	◇	◇	◇		◇	◇	◇	↑	◇	↑	◇	2	1	1
7	↖	◇	↑	↖	↖	◇		↖	↑	↑	◇	↑	↖	4	5	-1
8	◇	◇	↖	↖	↖	◇	↑		↑	↑	◇	↑	↑	5	3	2
9	↑	↖	↑	↖	↖	◇	↖	↖		↑	◇	↑	↖	4	6	-2
10	↖	↖	↖	↖	↖	↖	↖	↖	↖		↖	↖	↖	0	12	-12
11	↖	↑	◇	↑	◇	◇	◇	◇	◇	↑		↑	◇	4	1	3
12	↖	↖	↖	↖	↖	↖	↖	↖	↖	↑	↖		↖	1	11	-10
13	◇	↖	↖	↖	↖	◇	↑	↖	↑	↑	◇	↑		4	5	-1

Group Tabular IRD Group One - Sorted in Decending order of Δ

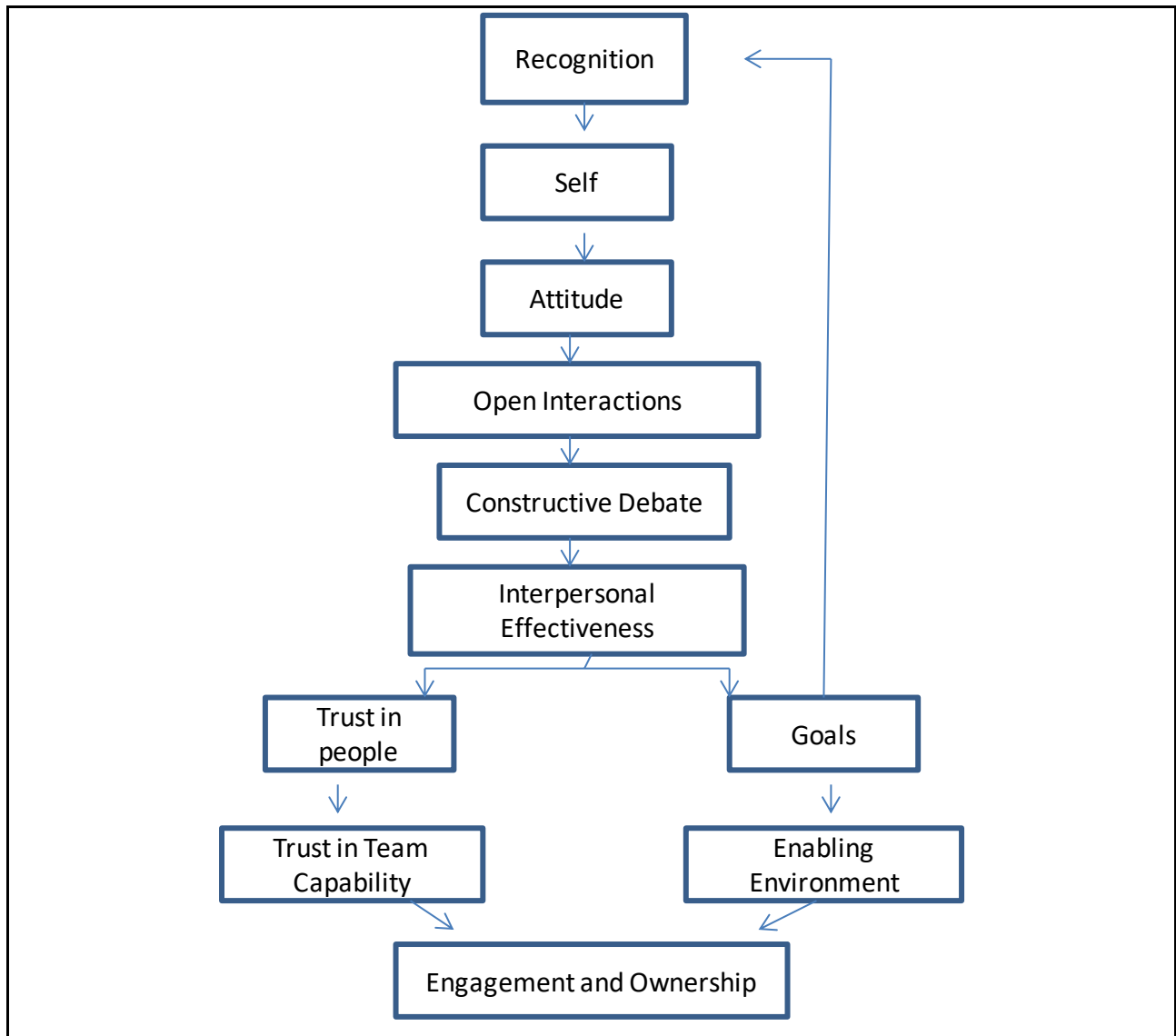
	1	2	3	4	5	6	7	8	9	10	11	12	13	OUT	IN	Δ
4	◇	↑	↑		↑	◇	↑	↑	↑	↑	↖	↑	↑	9	1	8
5	◇	↑	↑	↖		◇	↑	↑	↑	↑	◇	↑	↑	8	1	7
11	↖	↑	◇	↑	◇	◇	◇	◇	◇	↑		↑	◇	4	1	3
1		↖	↖	↑	◇	↑	↑	↖	↖	↑	↑	↑	↑	5	3	2
3	↑	↑		↖	↖	◇	↖	↑	↖	↑	↑	↑	↑	6	4	2
8	◇	◇	↖	↖	↖	◇	↑		↑	↑	◇	↑	↑	5	3	2
2	↑		↖	↖	↖	◇	◇	◇	↑	↑	↖	↑	↑	5	4	1
6	↖	◇	◇	◇	◇		◇	◇	◇	↑	◇	↑	◇	2	1	1
7	↖	◇	↑	↖	↖	◇		↖	↑	↑	◇	↑	↖	4	5	-1
13	◇	↖	↖	↖	↖	◇	↑	↖	↑	↑	◇	↑		4	5	-1
9	↑	↖	↑	↖	↖	◇	↖	↖		↑	◇	↑	↖	4	6	-2
12	↖	↖	↖	↖	↖	↖	↖	↖	↖	↑	↖	↖	↖	1	11	-10
10	↖	↖	↖	↖	↖	↖	↖	↖	↖		↖	↖	↖	0	12	-12

- 4 Secondary Driver
- 5 Secondary Driver
- 11 Secondary Driver
- 1 Secondary Driver
- 3 Secondary Driver
- 8 Secondary Driver
- 2 Secondary Driver
- 6 Secondary Driver
- 7 Secondary Outcome
- 13 Secondary Outcome
- 9 Secondary Outcome
- 12 Secondary Outcome
- 10 Primary Outcome

## APPENDIX 5 – CLUTTERED SID FOR FOCUS GROUP ONE



## APPENDIX 6 – UNCLUTTERED SID FOR FOCUS GROUP ONE



## APPENDIX 7 SIMPLE ART FOR FOCUS GROUP TWO

Group Affinity Table - Group Two

Affinity Relationship Table		
Affinity Name		Possible Relationships
1	Communication	A → B
1a	Information Flow	A ← B
1b	Style	A ↔ B (No Relationship)
2	Teamwork	
3	Common Goal	
4	Creativity	
5	Team Expertise and Accountability	
6	Team Culture	
6a	Positive Attitude	
6b	Personal Accountability	
6c	Team Recognition	

Affinity Pair Relationship			Affinity Pair Relationship			Affinity Pair Relationship		
1	←	1a	3	←	1	6a	←	1
1	←	1b	3	←	1a	6a	←	1a
1	→	2	3	←	1b	6a	←	1b
1	→	3	3	→	2	6a	→	2
1	→	4	3	↔	4	6a	→	3
1	→	5	3	→	5	6a	→	4
1	→	6	3	→	6	6a	→	5
1	→	6a	3	→	6a	6a	→	6
1	→	6b	3	→	6b	6a	→	6b
1	→	6c	3	→	6c	6a	→	6c
1a	←	1	4	←	1	6b	←	1
1a	→	1b	4	←	1a	6b	←	1a
1a	→	2	4	←	1b	6b	←	1b
1a	→	3	4	←	2	6b	→	2
1a	→	4	4	↔	3	6b	←	3
1a	→	5	4	←	5	6b	←	4
1a	→	6	4	←	6	6b	←	5
1a	→	6a	4	→	6a	6b	→	6
1a	→	6b	4	→	6b	6b	→	6a
1a	→	6c	4	→	6c	6b	→	6c
1b	→	1	5	←	1	6c	←	1
1b	→	1a	5	←	1a	6c	←	1a
1b	→	2	5	←	1b	6c	→	1b
1b	→	3	5	→	2	6c	→	2
1b	→	4	5	←	3	6c	←	3
1b	→	5	5	→	4	6c	→	4
1b	→	6	5	→	6	6c	→	5
1b	→	6a	5	→	6a	6c	→	6
1b	→	6b	5	→	6b	6c	→	6a
1b	→	6c	5	→	6c	6c	→	6b
2	←	1	6	←	1			
2	←	1a	6	←	1a			
2	→	1b	6	→	1b			
2	→	3	6	→	2			
2	→	4	6	→	3			
2	←	5	6	→	4			
2	←	6	6	→	5			
2	←	6a	6	→	6a			
2	←	6b	6	→	6b			
2	←	6c	6	→	6c			

## APPENDIX 8 IRD (EXCLUDING REDUNDANT AFFINITIES) FOR FOCUS GROUP TWO

Group Tabular IRD - Group Two

	1	1a	1b	2	3	4	5	6	6a	6b	6c	OUT	IN	Δ
1		←	←	↑	↑	↑	↑	↑	↑	↑	↑	8	2	6
1a	←		←	↑	↑	↑	↑	↑	↑	↑	↑	8	2	6
1b	↑	↑		↑	↑	↑	↑	↑	↑	↑	↑	10	0	10
2	←	←	←		↑	↑	←	←	←	←	←	2	8	-6
3	←	←	←	←		◇	↑	↑	↑	↑	↑	5	4	1
4	←	←	←	←	◇		←	←	↑	↑	↑	3	6	-3
5	←	←	←	↑	←	↑		↑	↑	↑	↑	6	4	2
6	←	←	←	↑	←	↑	←		←	←	←	2	8	-6
6a	←	←	←	↑	←	←	←	↑		↑	↑	4	6	-2
6b	←	←	←	↑	←	←	←	↑	←		↑	3	7	-4
6c	←	←	←	↑	←	←	←	↑	←	←		2	8	-6

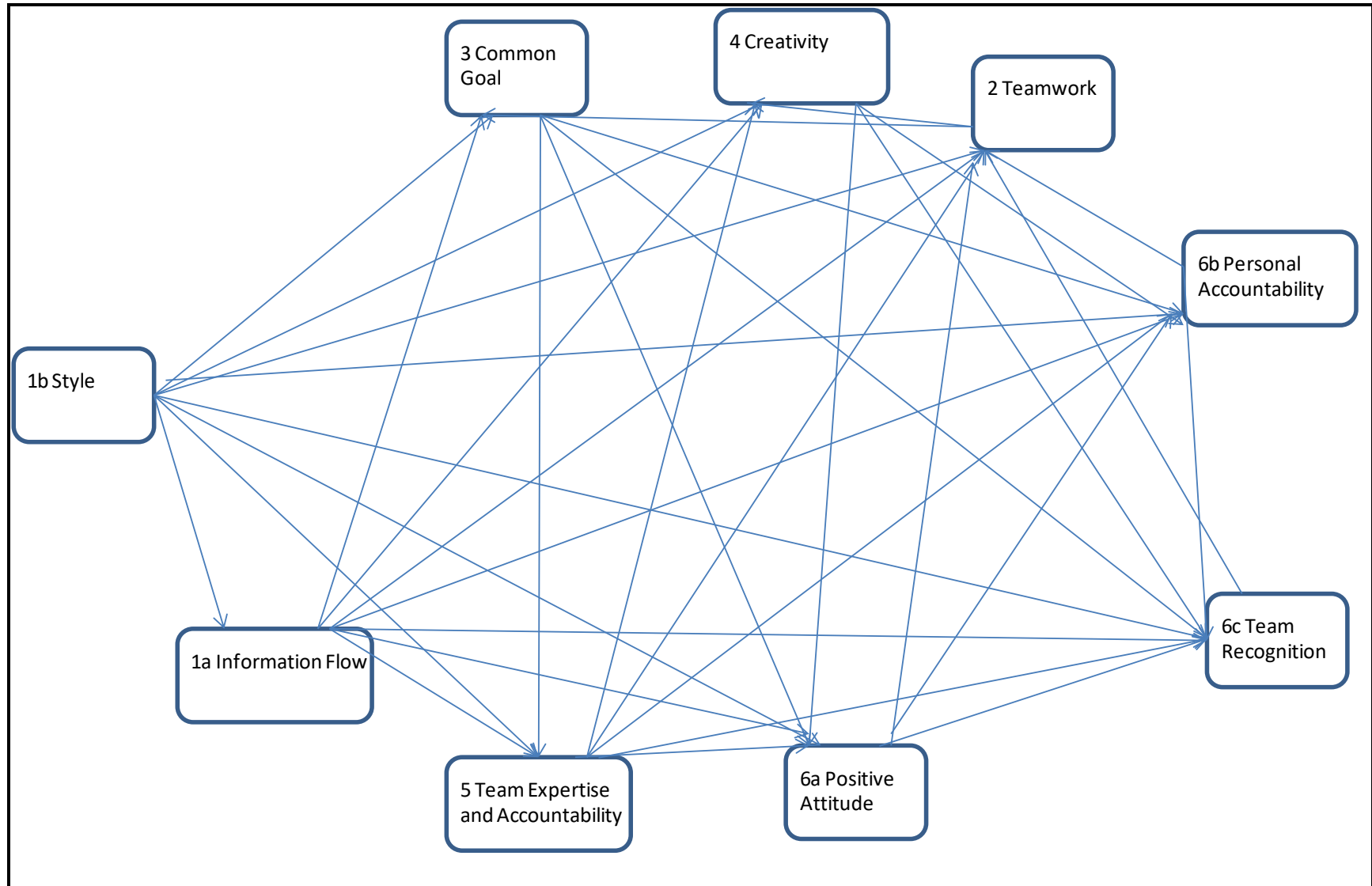
Group Tabular IRD Group Two - Sorted in Decending order of



	1	1a	1b	2	3	4	5	6	6a	6b	6c	OUT	IN	Δ
1b	↑	↑		↑	↑	↑	↑	↑	↑	↑	↑	10	0	10
1		←	←	↑	↑	↑	↑	↑	↑	↑	↑	8	2	6
1a	←		←	↑	↑	↑	↑	↑	↑	↑	↑	8	2	6
5	←	←	←	↑	←	↑		↑	↑	↑	↑	6	4	2
3	←	←	←	←		◇	↑	↑	↑	↑	↑	5	4	1
6a	←	←	←	↑	←	←	←	↑		↑	↑	4	6	-2
4	←	←	←	←	◇		←	←	↑	↑	↑	3	6	-3
6b	←	←	←	↑	←	←	←	↑	←		↑	3	7	-4
2	←	←	←		↑	↑	←	←	←	←	←	2	8	-6
6	←	←	←	↑	←	↑	←		←	←	←	2	8	-6
6c	←	←	←	↑	←	←	←	↑	←	←		2	8	-6

- 1b Primary Driver
- 1 Secondary Driver
- 1a Secondary Driver
- 5 Secondary Driver
- 3 Secondary Driver
- 6a Secondary outcome
- 4 Secondary Outcome
- 6b Secondary Outcome
- 2 Secondary Outcome
- 6 Secondary Outcome
- 6c Secondary Outcome

## APPENDIX 9 – CLUTTERED SID FOR FOCUS GROUP TWO



## APPENDIX 10 – UNCLUTTERED SID FOR FOCUS GROUP TWO

